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The Pennsylvania Advancement School operates as a laboratory for stimulating positive change in the educational community through its programs for urban students and teachers. Sixth to eighth grade boys performing below potential in Philadelphia schools are brought to the school to participate in instructional projects during at least one 14-week session. The projects (which included Improvisational Drama and a Human Development Lab in the fall semester of 1968) transcend subject matter and encourage students to perceive, analyze, form values, and creatively act upon those values. The school also features group counseling for students and school-community follow-through on students after they have left the program. The teacher education program, which emphasizes reciprocal learning for Advancement School staff and Philadelphia teachers, includes temporary placement of staff in Philadelphia schools, acceptance of teachers for year-long residencies, field tests of school programs by teachers with staff guidance, and a summer workshop. The summer workshop for 1968, which focused on developing the teacher's individual possibilities (for personal growth and teaching) and awakening him to his role as change agent in his home school, was structured around four 1-week workshops (Simulations, Achievement Motivation, Communications, and Media) and exercises in group processes. (A description of the summer workshop program is appended.) (LP)

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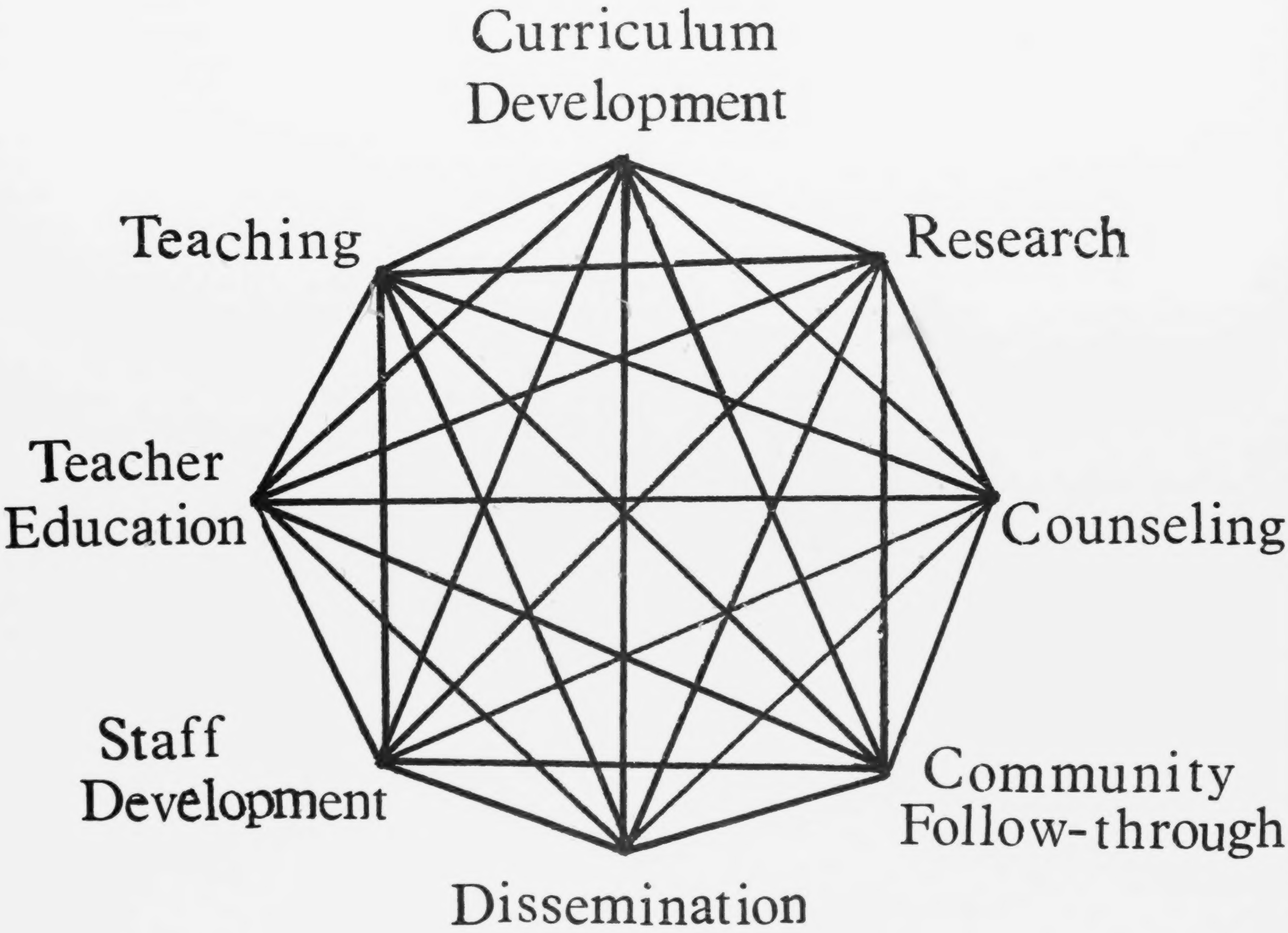
GUIDE

to the Pennsylvania Advancement School


Curriculum Development
Teaching
Research
Teacher Education
Counseling
Staff Development
Community Follow-through
Dissemination

A comprehensive approach to stimulating positive
change in the educational community

Fifth and Luzerne Streets
Philadelphia, Pa. 19140
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GUIDE TO THE PENNSYLVANIA ADVANCEMENT SCHOOL

October 1968 through February 1969

The Pennsylvania Advancement School, despite its name, is not a school. We do run a school, which is a laboratory for our work: Stimulating positive change in the educational community.

We welcome visitors, but our purpose is not to show them a finished, "ideal" curriculum. You might see some students doing things we are trying for the first time. Generally, teachers have the number of students they need for the developmental work they are doing at the time. When a teaching program is in the latter stages of development, the teacher usually has 20-24 students. Where students are working independently, as in math labs, visitors might be invited to participate with students. Visitors should avoid causing distractions in classes.

As a private, nonprofit corporation, we are free to work on the problems of urban education in almost any way we think will work. We have many projects going, including training programs for teachers and students preparing to be teachers; experimental development of better ways of helping children to learn and mature, including teaching and counseling approaches, physical environment, and cooperation between school, home and community; experimenting with ways of organizing and administering schools to make them more effective with students and able to use faculty talent more efficiently.

This guide includes sketchy descriptions of most Advancement School projects. For more information on any particular project, you may talk with staff members. Teachers can talk with you between classes or after school is out at 2 p.m. Secretaries have printed materials about some programs. Since change is constant here, printed materials sometimes lag behind what is being done.

Miscellaneous Facts

A. Students are selected from public schools in each of the eight districts of the School District of Philadelphia and from diocesan schools. Most are sixth-seventh- or eighth-grade boys. All have normal or better ability but were performing substantially below potential. The number of students ranges from 100 to 220, depending on how many are needed for projects being carried on during a given semester. For the fall 1968 semester, we have 158 students. They come from these schools:

(A.) Adair (1)
Audenried (10)
Cooke (9)
Fels (13)
Ferguson (2)
Franklin Elementary (4)
Gillespie (1)
J.S. Jenks (1)
Jones (11)
Leeds (13)
Penn Treaty (13)
Roosevelt (10)
Stoddart-Fleisher (12)
Strawberry Mansion (8)
Vaux (16)
Wanamaker (1)
Wilson (5)
St. Theresa (2)
Holy Name (3)
Holy Souls (3)
St. Ludwig (4)
St. Edwards (8)
Youth Study Center (1)
Resurrection (1)

B. Students attend the Advancement School for one or more 14-week sessions, or for the shorter summer session, then return to their home schools.

C. The school day for students is from 9 a.m. to 2 p.m. The school gives them tokens to take public transportation to and from school. Lunches are prepared at the Olney High School cafeteria and sold to students for 40 cents in the dining area of the recreation room.

D. Evaluative marks are not given. Teachers write descriptions of the progress made by individual students and areas in which they need to grow. No graded tests are given. Diagnostic tests are given by research department.

E. P.A.S. has 54 professional staff members, of whom 32 are curriculum development specialists who spend from one-third to two-thirds of their time teaching students, as well as having responsibilities in development, research, teacher education, and dissemination. The other staff members include administrators, dissemination and teacher education personnel, media technology specialists, writers, follow-through personnel, and researchers.

I. The Instructional Program, under Mrs. Wanda Gray, director of instruction, includes a variety of curriculum development projects. Certain learning goals transcend the subject matter of the projects and become the common emphasis for all: (1) to help students perceive -- intellectually, emotionally and through the senses-- themselves, the physical world around them, and communications media, so that they (2) may analyze critically, evaluate and form values, and make viable choices, (3) and to creatively translate these into useful action. The instructional projects are below.

   A. Seven family groups, each containing about 22 students, meet from 9 to 9:15 a.m. and again before or after lunch. They provide relaxed opportunities for group activities and personal development.

   B. In the Human Development Lab, headed by Daniel S. Cheever, students have experiences both in school and in their communities that will help them to better know themselves and other people. Thus the lab's focus is more on psychological education than on the traditional social sciences curriculum. Among other things, students are engaged in meaningful projects and activities, improve their communication skills, and gain insight and experience in working individually and as members of groups.

   C. The Perception Laboratory provides a rich physical environment in which students gain experience in problem-solving and skills development. Much of their exploration is done individually and in small groups, enabling the teachers to give individual attention as resource people, clarifiers, and stimulators. The lab environment provides opportunity for physical activities with animals, mathematics, and physics.

   D. The Reading project, headed by Marvin Shapiro, functions in three basic ways:

      1) The department helps put the reading component into most of the courses at P.A.S. Incoming students are tested for grade level in reading. The reading staff then provides relevant reading materials for each program, tells teachers the grade level of the materials, and advises them on how to stimulate reading improvement.

(I) D. 2) The department works with the 20 or 30 pupils most deficient in the school in reading skills, trying to find new techniques for making teenagers better readers.

3) Following linguistics information, the department is researching ways of using spoken language activities to improve reading.

E. In the Communication Program, headed by Mrs. Alice Nisenson, students are stimulated by experiences with their senses and the arts to think and feel and communicate their discoveries.

F. A teaching technique tentatively called Improvisational Drama is being developed in a project headed by George C. Mager. Students provide the content in an unusual series of dramatic experiences in which they develop their ability to have honest relationships with other people, move freely without embarrassment, and use their imaginations. Mr. Mager is also using the technique with teachers and graduate students of education.

G. In the Arts and Crafts Studio, headed by Daniel Coyle, students work side-by-side with teachers skilled in arts and crafts. Activities are intended to help students to see beauty in the world around them and express their perceptions.

H. The Physical Education program, headed by Richard Kravitz, emphasizes academic, social and emotional development within the context of physical education--tapping the strong interest many boys have in sports and physical activity. Some of the activities are: weight-training, tumbling, wrestling, first aid practice, and team sports.

I. Personal typewriting, taught by Ellis Lazowick, has a strong appeal for children. In addition to being a valuable skill in itself, typing improves spelling, punctuation and other verbal skills, giving the child a justified feeling that he can communicate better.

J. A Psychiatric Services Team from St. Christopher's Hospital, the children's hospital affiliated with Temple University, is at the Advancement School two hours a week. Its four members offer their knowledge to the teachers of two family groups. The team is headed by Dr. Marc Forman, a child psychiatrist involved in community work.

(I.) K. The High School Project, guided by Mort Maimon, brings several bright high school students to the Advancement School. The students, who were not doing good work at their own schools, pursue their own projects with a P.A.S. staff member acting in a don capacity. The high school students also teach and work with younger boys.

L. The Outdoor Program, headed by Phin Anderson, puts urban boys through a week of self-discovery in a wilderness setting. Last summer, five groups of 24 boys each spent a week in the challenging program at LaAnna Youth Hostel, about 100 miles north of Philadelphia.

II. Teacher Education: Some of the people you see working at P. A. S. are not permanent staff members, but are in our teacher education programs. If you would like to take part in one of the programs listed below, get in touch with Joseph L. Prusan, Coordinator of Teacher Education (Phone: BA 6-4654).

A. We have four resident teachers at P.A.S. They are on leave from Philadelphia public schools, to which they will return at the end of this semester.

The purpose of the resident teacher program is

1) to give teachers an opportunity to develop ideas, approaches, methods and processes which they can use in their classrooms when they return to their regular assignments.

2) to help the teachers assume staff development leadership roles when they return to assignments.

3) to enable the teachers to help the Advancement School to develop curricula and methods which are important for Philadelphia.

B. The Summer Program

Fifty-five teachers and counselors participated in workshops in Academic Games, Human Development, Perceptual Development, Media, Achievement Motivation, Reading and Improvisational Drama, designed to give an interdisciplinary experience in an atmosphere that is reflective, yet sensitive to practical needs.

C. Visiting teachers get leaves of absence from their job for from one day to a few weeks to observe, get ideas, or carry out short curriculum development projects at the Advancement School.

D. Interns from Graduate School programs at Antioch-Putney, Harvard, and Penn have been participating in teaching at the Advancement School. They are at the school for one year, they are introduced to classroom teaching gradually, they help in planning curricula, and they receive credit to their degress (MAT) during this time. They are paid at the rate of half a beginning teacher's salary, and are supervised by the regular staff of the department in which they are operating.

E. In the Antioch work program, Antioch College undergraduates spend approximately six months of each of five academic years in a work program designed to give them non-academic work experience which they can relate to their regular academic work. The Philadelphia School District (and the Advancement School in particular) has been hiring a number of these undergraduates under this arrangement. These undergraduate interns work as aides and assistants in various aspects of the school's operation such as teaching, research, and laboratories.

III. External Staff Development refers to our efforts, coordinated by Joseph L. Prusan, to stimulate constructive change in schools outside ours. All of our other projects are means to this end. Our major focus for stimulating change is in Philadelphia, but we also try to have impact throughout the country, especially in large cities and colleges of education.

A. At Sayre and Vaux junior high schools in Philadelphia we have three P.A.S. staff persons engaging in a dialogue with teachers (one each in math-science, English, and social studies). These staff persons have been teachers themselves and each tries to communicate on an individual basis with members of the Sayre and Vaux faculties regarding ways in which our experiences and innovative methods at P.A.S. might help them in developing their own ways of livening up their classes, enriching their rapport with pupils, offering more interesting curriculum material, and tapping hidden reservoirs of student interest and creativity.

(III) B. The following programs that we have developed are being tried, with assistance from our staff, by public school teachers with their regular classes.

1) Communication Course

2) Human Development

3) Perceptual Development

4) Animal Lab

5) Reading Programs

6) Group Process Activities

We plan to begin, as soon as possible, extended work in Improvisational Drama.

C. Consulting and speaking: In the past year, Advancement School staff members have been speakers or consultants at conferences and colleges of education from Massachusetts and Montreal in the north, westward to Ohio and Arizona, and southward to Atlanta.

D. Visitors: Thousands of visitors have come to the school, many from Philadelphia and others from many parts of the United States and a handful of foreign countries.

E. Conferences: In March 1968 about 90 school administrators, teachers and counselors attended our two-day staff development *conference on The Problems of Urban Education.* Other conference will be held from time to time.

F. Publications: Advancement School ideas are being spread through publications.

IV. Counseling: The counseling department, led by Head Counselor Rex Jarrell, is developing techniques to change the function of counselors in schools. At P.A.S., each student is in a group counseling session with about eight to fourteen kids twice a week. Individual counseling is often linked to developments in the group sessions. Sessions are recorded on either audio or video tape, and counselors listen carefully to tapes to refine their own techniques.

V. Research: Research Director Saul Yanofsky and his associate, Mrs. Dale Farran, assist the faculty in evaluating projects and effectiveness in working toward the objectives of the school. Some of the major research projects are: follow-up studies of P.A.S. alumni; program evaluation; examination of how groups of teachers function; study of the effectiveness of the teacher-training and dissemination program; a comprehensive examination of the school's effects on its students.

VI. The School/Community Follow-Through Department helps students continue to develop after they have left the Advancement School. In doing this, the department's staff works with schools and community residents in setting up programs and activities and making arrangements for tutoring.

VII. Dr. Merrick L. Furst has an Operations Research project intended to systematically analyze the operations of P.A.S. and to identify, explore and tap outside resources which hold promise for resolving critical issues facing education.

VIII. The Media Department, headed by Phillip Williams, experiments with ways of using modern communications equipment and techniques in schools. It also produces films and audio and video tapes for use in teacher education.

IX. The Staff Development Resource Center, headed by Don Rivera, provides developmental programs for the staff, provides resource materials for the staff (audio-visual materials, simulations, paintings, posters, artifacts), and runs a professional library. The Center's staff seeks ways of helping public schools to set up staff development resource centers.

X. Organization and Administration

A. The P.A.S. corporation has an 11-member board of directors, which includes two members of the Philadelphia School Board-- Mrs. Elizabeth Greenfield and Mr. George Hutt-- and Superintendent of Schools Mark R. Shedd. No faculty members are on the board of directors. Judge Thomas Reed is president.

B. Executive policy decisions inside the school are made by the Council, made up of Director Peter L. Buttenwieser and five staff members elected by the staff, of whom three must be black and two white. All staff members are eligible to run for the Council. Each of the six Council members has one vote. Robert Hightower, a mathematics curriculum developer, is the Council chairman.

C. Martin S. Cohen, formerly principal of Spring Garden Elementary School, is assistant director of the Advancement School. Benjamin Ashcom, director of curriculum integration, is in charge of coordinating the various divisions.

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summer workshop program 1968

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The "order" the trivia of the institution is, in human terms, a disorder, and as such, must be resisted. It's truly a sign of psychic health that the young are already aware of this.

Theodore Roethke,
On the Poet and His Craft

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PENNSYLVANIA ADVANCEMENT SCHOOL

The Summer Program

June 27 - Aug. 7, 1968

INTRODUCTION

Most young people preparing for urban teaching are not getting the help they need in their undergraduate training. Most graduate teacher training programs are irrelevant and inconsequential. The students know it, and morale suffers.

Meanwhile, most community education groups agree with those critics of the educational establishment who say, "Our Children are Dying." The evidence piles up in Philadelphia and New York City. People who were once passive now stand fast and fight for what they believe is important for their children.

The problems of preparing students to teach are familiar and need no detailed explanation. Most education colleges require all candidates to go through in lock step, refusing to consider individual student's needs and differences, while at the same time telling these future teachers they must plan and teach for individual pupil needs and differences.

Colleges of education are not wholly responsible for this absurd paradox. In the December 1967 Teachers College Record, Lindley J. Stiles and Fred Carver state that curricula in colleges of education affiliated with universities are influenced by senior faculty members in the liberal arts colleges to a greater extent than is commonly thought.

In four-year colleges of education without a university relationship, the curricula are influenced substantially, according to this research, by professors in the liberal arts subjects.

Future teachers should be influenced by professors and ideas outside the schools of education. Obviously, teachers need a thorough knowledge of specific subject matter, as well as a humanistic influence which a broad knowledge of philosophy, history, literature and the arts can provide. Using university resources in several disciplines helps to insure wide-ranging and varied subject matter and practical experiences.

A problem associated with these influences, however, is the required course idea. History majors, English majors, and so forth, usually have to take a certain number of courses deemed necessary by the individual departments. The consequences of this are rarely explored. In addition, inter- and intra-university transfer credits, especially on the graduate level, are frowned upon, and as a result of both these practices, many students are caught in a vise.

A second major problem associated with the pre-service education is the emphasis on the behavioristic approach in most schools of education. As the writings of Arthur Combs, Sidney Jourard, and other humanistic psychologists have made clear, the "methods" course approach, the attempt to establish teacher competencies, and the systems designed for analyzing teacher behavior are not providing the help future and practicing teachers need.

As New Horizons on Teacher Education and Professional Standards (NEA 1964) states, "more than half a century of research effort has not yielded meaningful, measurable criteria around which the majority of the nation's educators can rally."

Combs, in many books and articles, has argued eloquently that teacher education needs not a tinkering job but a thorough re-examination "in the light of our changing social needs" and the new insights we have into human behavior and learning. Teacher education needs a new philosophical and psychological base.

A third problem in most teacher education programs is the lack of cooperation between colleges, universities and local schools in devising an on-going educational experience for teachers already in service. The problem here is very complicated.

School districts recognize that new teachers are, at best, inadequately prepared, and that experienced teachers need constant stimulation and continuing education. The colleges have provided little help in this phase of teacher education and the results have been less than satisfactory in many districts. In fact, it may be fair to say many in-service programs are reactions to pressures from national organizations, state education departments, or local community groups which may reflect a current trend or fashion.

In addition, in-service education aims at providing "refresher courses" in subject matter areas. Examples are math teachers learning Illinois or Maryland math, and science teachers taking courses in PSSC physics and BSCS biology.

These in-service programs are needed, but in-service education needs a new perspective and another set of assumptions.

To this end the Advancment School directed its energies and planned its first summer program for experienced teachers.

As the summer began it was clear that the teachers and the Advancement School had common goals. All of us agreed we are in the business of trying to find ways to help vital, alive young people reach their full human potential. We specifically chose this profession because we felt we could help in this process and also because we knew that our students could help us reach our potential. This mutually beneficial aspect is one of the beautiful attributes of our profession. When it happens, we leave school buoyant, even if exhausted; when it does not happen, we leave tired, dejected, and very uncertain of ourselves.

We recognized that we are in a profession demanding encounter with other people, and that the nature and style of this encounter determine our outlook when we leave school in the afternoon.

The question important to each of us was: "How can I make these daily encounters more enjoyable, more important, more worthwhile?" The Advancement School asks this question also, and what we attempted this past summer was a collective inquiry.

The significance of this question in the minds of the teachers was established before the summer program began. We asked each teacher and counselor interested in becoming part of the workshop to complete an application form consisting of three questions, one of which was, "How do you envision what you learn at the Advancement School will be used by you, and possibly by your colleagues, when you return to your regular assignments?"

The replies point clearly to the feelings many teachers have about the need to create a more human relationship with their students.

An English teacher from Wanamaker Jr. High wrote, "I would hope to return to regular assignment and further the breakdown of the teacher's desk-student's desk relationship into something more communal."

A science teacher from FitzSimons Jr. High wrote, "Children who do not achieve (and FitzSimons is populated with more than its share of underachievers) must be taught with more non-conventional means."

An English teacher from the Lea School wrote, "To reach our most difficult students we have to communicate across the barriers of sex, race and social class (as well as age). We have more freedom than we have ideas."

A social studies teacher from Masterman wrote, "I need greater insight into the problems of the underachiever. This understanding will give me more patience in dealing with all children; in understanding their problems and frustrations and in helping them cope with those problems and frustrations."

A counselor from Roosevelt Jr. High wrote, "I am interested in developing a plan within the counseling setting that will enable me to learn more about the boys (especially the pre-deliquent ones) so that I may help them derive more satisfaction from the school experience."

These comments, reflecting the feelings of more than one hundred applicants for fifty-five positions, indicate that the Advancement School did not have to worry about motivating the teachers and counselors who were finally accepted. These professionals came prepared to think carefully and thoughtfully about ideas and techniques which the Advancement School might suggest as possible strategies for an urban classroom.

PRE-SUMMER PLANNING

The coordinator of the summer program decided very early to involve the staff workshop leaders in the planning. This was done for several reasons: The more help gotten from the Advancement School staff the better the program would be. Also, since the individual workshop leaders were members of the Advancement School staff, it would have been self-defeating to plan the summer program alone, and then present to the leaders a finished product and realistically expect them to be satisfied with this arrangement.

This joint planning began in March and continued until the last week of the program. It was time-consuming, and frustrating. Considered, at certain junctures, it appeared to waste precious human resources. In fact, several leaders made clear, in particular instances, that the coordinator should make the decision and not rely on the group. These moments came when the planners were feeling other pressures, particularly from their teaching or from curriculum development projects with which they were involved.

However, there was persistence, perhaps unreasoning at times, to have the group involved as much as possible, especially in the specifics, because the coordinator felt he made some of the important design decisions, such as having a week of group process and using Wednesday afternoons for nonworkshop activities. Whatever the accomplishments of the summer program, the cooperative efforts of the planning staff are largely responsible.

FIVE MAJOR AIMS OF THE SUMMER PROGRAM

One of the first decisions made was to offer workshops in Academic Games and Simulations, Achievement Motivation, Communication, Media and Counseling. (In the Appendix there are descriptions of each workshop written by each workshop leader.) After preliminary discussions about length of time and number of teachers for each workshop, Mrs. Wanda Gray, the director of instruction, suggested that all teachers regardless of subject background take all four workshops. The counseling people, by a previous decision, would be in a separate workshop and would operate somewhat independently because of the specific objectives of their program.

In the last week before the summer program began, George Mager suggested that we add a workshop in Improvisational Drama, based upon a very successful course he was teaching at the Advancement School. We were eager to see what would happen with teachers who would have this experience. We scheduled it every day from 8 to 9 and selected a racially balanced group of twelve teachers from among those who volunteered.

The idea of a common experience for all was a crucial suggestion and was accepted, with the exception made for Improvisational Drama. As we discussed this, it became very clear that simulations, communication, motivation and media transcend subject matter lines and provide approaches, techniques, methodologies, and points of view which all teachers can use. In addition, each asks questions and states problems pertinent to all teaching no matter what the specifics are. Put in another way, these individual workshops were all attempts to find common elements, the areas of congruence in education.

Each workshop was to be a week in length, which meant with one week of group process activities, there was a week remaining. We quickly decided to make this remaining week an elective one, and give those teachers who wished, an opportunity to work with our specific project directors in Human Development, Perceptual Development and Reading.

We felt that after four weeks of a general approach to education, some teachers might be interested in how we approached the teaching of social studies, math and science, and reading. Also, we wanted to have the reachers react to our curriculum projects and to examine these critically on the basis of their experience in Philadelphia schools. In their opinion, were our curricula relevent to their needs?

Another option teachers had for this fifth week was to continue work on a project they began in one of the first four workwhops. A considerable number did exercise this option and finished media or games projects started earlier.

We offered these workshops for several reasons other than the idea of a transcending experience. First, we thought we had something to say about the use of games and media in the classroom, how a teacher may help to increase the student's need to achieve or how he may help develop the student's ability to communicate. We felt, also, we were beginning to develop interesting ideas in the Human Development and Perception Development Laboratories, and in our approach to the teaching of reading.

We wanted the teachers to learn what we were doing, understand the questions we were asking, and then analyze and react critically. We expected to learn from the teachers as well as hoping they would learn from us.

Second, we believe that a teacher has the ultimate responsibility to develop what he teaches by himself or with the cooperation of his colleagues. All of us understand the problems of "Curriculum Guides" which come from a central office. The commitment to encounter is aided by a commitment to what one teaches, and this latter commitment is bolstered immensely when each teacher is responsible, in large part, for what he does in the classroom.

The workshops, then, were not going to present finished products or final answers. They were steps, approaches, ideas, points of view, and attitudes which we wanted teachers to think about, work with, "mess around" with, and use, when applicable, in their own schools. We expected to learn from their adaptations, changes, and attitudes. The stakes were too high for us to have any other point of view.

Third, these workshops were attempts to bring together theory and practice. This is most difficult and few of us do it well. Education courses stand accused of being too theoretical and too imprecise. To recapture free-floating abstractions that have broken loose from their moorings is a task which challenges every person concerned with ideas. We know that absence of theory can lead to endless floundering because the individual programs will have a limited perspective and, of necessity, be analyzed in a vacuum. We also know that over-theorizing is a disease whose symptoms are too well known.

The Advancement School in general, and the summer program in specific, theorized that if students are offered a warm and healthy emotional climate, an opportunity to participate actively in their experiences, an opportunity to help analyze and evaluate these experiences, an opportunity to interact with teachers in a human way, and a curricula that speaks to their needs with all components of the curricula in harmony with each other, they will learn, even those supposedly uneducable or who come from "that kind of home."

In our opinion, the workshops were beginning practical statements to this end. We attempted to have them speak directly to the above theoretical criteria and their efficacy depended, in large measure, on how well they spoke.

Our fifth major aim was in the area of group process and group dynamics. The following pages are a description of the week of group process, but it is important to note at this point that the Advancement School's experiences with sensitivity sessions and group process work convinced us of the significance of these activities. While we did not plan nor did we organize any formal sensitivity sessions for the workshop participants, we realized that if we wished to help bring about change in their schools, we had to devote time to considering the relationship between individual and group activity.

GROUP PROCESS AND ITS IMPORTANCE

It is important now to spend some time describing the group process week and how this affected the rest of the program.

As was mentioned above, all teachers were asked to take one week each of Simulations, Achievement Motivation, Communication and Media. The teachers were divided into six groups of seven or eight and were scheduled so that two groups (approximately 15 teachers) would be in one of the workshops each week. The fifth week was the elective week.

Each cluster of teachers from one school were placed in one group which meant they would go through the schedule together. We did this so that from the beginning there was emphasis on school group planning and how to make use in their home schools of what was learned.

In addition, we wanted teachers from one school to get to know each other as well as possible and to learn how to operate as a group. From the beginning, therefore, each workshop leader was concerned with group process and group planning, as well as the ideas and materials. This was not an easy task for the leaders to perform.

To insure that each school group would work with all other school groups, and that there would be a maximum of constructive dialogue, we organized the schedule so that there were different interschool groupings during each of the four workshop weeks. For example, during the Simulations workshop teachers from Penn Treaty and George Washington would be together. The second week, the Penn Treaty people moved to the Motivation workshop and were joined by teachers from one or two other schools, while the Washington group moved to the Media workshop and were joined by teachers from other schools.

Group process was considered important enough to have a sixth week devoted to it. This week was divided into two parts, the opening two days of the summer, June 27 and 28, and the last three days, August 5, 6 and 7.

The specific aims of the first two days were to allow the teachers and counselors to get to know us and each other as well as possible, to set the tone and atmosphere and to plan activities that would be fun.

The last three days were considered equally important. Past experiences with other workshops led us to believe that no matter how successful the summer might be, all would be lost if the teachers did not plan carefully for what would happen when they returned to their regular assignments.

We could not expect teachers to make comprehensive plans during these last days. So as mentioned above, we emphasized this need all during the summer. The last three days would help make these plans final, allow for changes and further discussion, and give the teachers time to meet with their principals to discuss what had happened and what they might like to see happen.

The day with the Principals was to be Tuesday, August 7, the next-to-last day of the summer session.

A specific challenge, in addition to making plans, that we asked teachers to think about during the summer as well as the last days was how they would share their experience and their plans for the future with the faculties of their schools. This was delicate and important, there is ample evidence that when a small group of teachers has a satisfying and cohesive experience, and then is unable to plan activities which would allow others to learn about or share in the experience, the majority of the staff would band against the small group and the experience would soon fade, die, and cause no change in the school.

The following pages are detailed description of the group process week.

I. The First Two Days - June 27 and 28

To help plan the first two days, we asked a group process expert, Dr. Rod Napier of the Educational Psychology Department, College of Education, Temple University, to meet with the program leaders in an all-day session.

This day was both rewarding and frustrating. It was rewarding in that we established the beginnings of a two-day design that later proved very successful. It was frustrating because this kind of planning is difficult, tedious, and our group had some difficulty in working through our own disagreements.

This process, however, was extremely beneficial because the day helped our leadership group learn how to work together, which proved invaluable for us throughout the summer. Fourteen of us did the planning and our first activity was a brain-storming session on the aims of the summer program. We had discussed aims previously but in a way which was indeterminate, and there was no evidence that workshop leaders had internalized the aims which had been stated and discussed in previous meetings.

This exercise helped make the goals clear to everyone and provided direction: With the five major aims in mind (see page4), the group divided into four groups of three or four members apiece. Each was charged with planning a two-day program which would meet the major aims.

As mentioned on page 7, we hoped to accomplish the following in the first two days.

1) Help the fifty-five participants get to know each other quickly and enjoyably.

2) Help them get to know us.

3) Establish the participants and leaders as one working group.

4) Emphasize the importance of group process and its role in individual achievement.

5) Have fun for its intrinsic value and also so that the participants would look forward to beginning the individual workshops the following Monday.

The groups worked efficiently, effectively and creatively, and in ninety minutes the four plans were ready for discussion

Each group wrote its plans on newsprint in large letters so the others could read it, and each group presented its plans to the larger body.

Interestingly, three of the four plans were similar in design, organization and content. The fourth group presented an alternate plan which suggested that the Advancement School contact the fifty-five teachers and counselors and ask them what they wanted to do the first days and plan around these requests. This plan, after some discussion, was vetoed by the others because they felt that if the participants were asked, they might feel the Advancement School was having planning difficulties. It was felt, also, that in order to reach the goals we had articulated, we had to do all of the planning.

We did not decide on the specific activities but the brainstorming and small-group planning sessions provided much information, many suggested activities and an approach.

We then decided to establish a four-man subcommittee to plan the two days. The full committee was to meet a week later to make any needed changes.

This subcommittee met several times and formulated the activities which, with minor changes, were accepted by the full group.

Thursday, June 27

1) 9:00 to 9:45 - Coffee and pastry - Each participant and leader was given a name tag. Informal discussion, getting to meet each other, and tours of the Advancement School plant led by our staff.

2) 9:45 to 11:15 - Mini-conversations:

All participants and leaders were divided into groups of four or five. No one could sit with a colleague from his school.

The leader of this activity asked specific questions and each person in every group had to answer. Total time for answers was five to ten minutes, depending on activity the groups were involved in.

Examples of the questions:

a) If you were given $10,000 at this moment, what would you do?

b) What was the most satisfying classroom experience you had this past year?

c) If you could be at another place at this time, where would you like to be?

d) What was the most unsatisfactory classroom experience you had this year?

Alternating serious and sportive questions was deliberate, and the groups were switched after every two or three questions. This helped insure that all would meet with one another.

3) 11:15 to 11:30 - Summer Expectations:

Two groups of four were combined and each group of eight was asked to discuss and make a written list of its expectations for the summer. We were eager to have this thinking take place. To help convince the participants of the sincerity of the request, the lists were typed, dittoed and distributed immediately after lunch.

We referred to these expectations periodically during the summer and asked the participants if the summer was meeting their desires. Program changes were made as a result of these responses.

4) 11:30 to 12:45 - LUNCH

We ordered a box lunch, soft drinks, and ate as a group. Informal conversations and a relaxed atmosphere were the objectives.

5) 12:45 to 2 - Fractured Squares

Participants were assigned to workshop groups and each group took part in Fractured Square activity. Each group was divided into three groups of five. While one group was active the other two observed. The exercise consisted of giving one group many pieces of cardboard cut into various shapes. These pieces when put together correctly would make three squares.

The instructions given to each group were:

a) There is to be no talking.

b) Each person may give pieces to another but he may not take.

The objective of this exercise was to determine how well a group of people worked together on a stated task.

The observing group watched carefully and at the end of time for each working group there was a general discussion about how the group worked, who helped whom, or who did not help, what could have been done that was not, and other points pertinent to the theme.

To insure that the second and third groups would not have an advantage over the first, each group was given different shaped pieces to fit together.

The discussion after each exercise was important and the groups talked about helping relationships and group process in ways new to many, according to testimony of the participants.

6) 2 to 3 - Valuing Activities

One of the most important and stimulating events in the Advancement School calender last year was the visit of Professor Sidney Simon of Temple University and the valuing exercises he conducted for us. Briefly, Professor Simon's contention is that students who learn the valuing process develop criteria for choosing what to do with their time, their energy and their very being. He is not concerned with what a person believes, but how he arrives at his belief. Implicit in this statement is the idea that if a person goes through the valuing process Simon describes, the values he chooses will be democratic ones. For a full discussion of this and the rationale behind the belief, read Values and Teaching by Simon, Raths and Harman. There are many different exercises that help the valuing process and in this last hour on Thursday, we introduced several to the participants. There were two major reasons for this activity.

a) We wanted all to become familiar with the techniques and their possible classroom use.

b) We wanted people to publicly commit themselves on particular issues as another way of getting to know each other.

At the end of the day several participants told the leaders how much they enjoyed the activities and how much they were looking forward to Friday, but there was no attempt to assess feelings in a systematic way. We felt this would be persumptuous and much too clinical. We were trying to build group feelings and positive attitudes, and did not want to ask for evaluation or analysis at this time.

The leaders met at 3:15 Thursday and all were pleased with the day. They felt the day went well, the participants were happy, and very important, leaders gained new respect for the personal qualities and intelligence of the visiting teachers and counselors.

We discussed Friday's activities and went home buoyed by the possibilities opening for us.

Friday, June 28

1) 9 to 9:30 - Coffee and Pastry

2) 9:30 to 11:30 - Helping Relationship Activities

This activity was divided into two exercises:

a) The three people in each group were designated a talker, a listener and an observer. The talker was to tell the listener about a problem he had in his teaching, the listener was supposed to offer concrete help, and the observer was to comment on whether the listener was helping or not.

Each group rotated so that all three people took each part. Then the group was brought together to discuss the nature of the helping relationship and the problems involved in helping a colleague who has a specific problem.

b) The large group was divided into two groups, one in the center and the other surrounding the first. The group in the center was given the following problem. "You are a team in your school and are responsible for 200 children. Plan the opening three days for them."

The second group was to observe the way the group planned, how individuals helped each other and how the group worked. After a half-hour or so, the groups reversed position and went through the exercise again.

After both groups planned, they merged again to discuss methods of operation. We were not interested in the results but in the process. Interesting discussions ensued.

3) 11:30 to 12:30 - Workshop Activities - Each group went to its first assigned workshop to meet the leaders and to plan for what would happen the first week.

4) 12:30 - Adjournment - We ended at 12:30 every Friday, 3 Monday through Thursday.

In our staff meeting Friday afternoon, the leaders made clear they were extremely pleased with the morning's exercises and the discussions, and unanimously felt that we should continue with group process activities throughout the summer, not only in each workshop but at specifically designated times in large groups.

This meant a change in plans because although we had decided previously that all participants and workshop leaders would meet on Wednesdays from 1 to 3 p.m. in nonworkshop activities, the purpose of these meetings was not group process but discussions about specific educational issues such as the role of the community in a school, and the role of unions. In addition, we had planned a dialogue with students to get more insight into their needs and wishes, and one Wednesday was supposed to be an explanation and discussion of the Advancement School.

As a result of these first two days and the Friday meeting, we abandoned this plan and decided that each Wednesday afternoon, excluding the first and last of the summer, would be devoted to group process exercises.

An outline of each Wednesday activity will be found in the Appendix.

II. The Last Three Days - The Aims

One of our major concerns in the pre-summer planning sessions and throughout the six weeks of the program was what would happen with the participants when they returned to their regular assignments.

We were worried about two possible problems associated with re-entry. First, how would each group of teachers from one school describe and explain their experiences to the rest of the faculty in their home school?

We were concerned with this question because our over-riding interest was in helping the participants become important change agents in their schools. If they did not provide a clear explanation of their summer experiences or if they did this in a manner which would alienate the staff, they would have little positive impact on the rest of the faculty. Dr. Napier constantly reminded us that the latter had happened in several schools with which he was familiar.

Second, we were concerned with the problems surrounding the continuation of collective curricular planning. We realized if teachers did not continue the joint efforts when they returned to their home schools, much of the value of the summer would be lost.

We recognized that the summer experience would be a beginning exercise and follow-through was essential. We wished, then, that the participants would view their return as a continuation of the collective efforts begun during the summer, and that they would very carefully plan ways of continuing this collective effort. In addition, we asked them to determine how they would involve other members of the faculty.

The last three days were designed to help teachers think through these problems and to give them time to plan their strategies.

One last point about the aims. The Advancement School in its early planning had decided to invite Mark Shedd, superintendent of schools, Bernard Watson, associate superintendent of innovative programs, Ezra Staples, associate superintendent of instructional services, Milton Goldberg, director of curriculum development, Helen Faust, director of pupil personnel and counseling, and principals of the schools sending teachers and counselors to the workshop. The date arranged was Tuesday August 6. We did this because:

1) We wanted the administration and the principals to understand what the Advancement School was attempting during the six-week program.

2) We wanted the workshop participants to have an opportunity to discuss their individual and collective aims with their principals so that dialogue could begin. Also, if any schedule modifications were necessary, the principals and teachers could discuss this fully and openly before any rosters became permanent and irrevocable.

3) We felt certain that Dr. Shedd and the other administrators would voice support for the teachers and their aims and we wanted the teachers to hear this. We wanted them to recognize that change was not impossible in this system.

The Last Three Days - The Planning

With this over-all design in mind, we asked the workshop participants to help us with the specific planning. About a dozen volunteered. We felt it was crucial that planning for these days be a cooperative effort between the Advancement School and workshop participants because:

1) There was no doubt in our minds that the workshop people could help plan. They liked the group process work and the individual workshop activities, and had displayed striking talents and originality. We knew we could learn much from them.

2) We wished to give them practical experience so that they would feel confident about assuming leadership roles when they returned to their regular assignments.

3) We wanted the participants to feel that the workshop was

theirs as well as ours and we wished to have them feel a part of the Advancement School. We could not accomplish these ends unless they felt they had a stake in the operation.

In the first phase of the planning we asked the committee to evaluate critically the aims we suggested for the last days. After a thorough discussion these aims were accepted and approved. The committee displayed little timidity and spoke very honestly about their concerns. It agreed that the workshop participants should think carefully and fully about re-entry.

We then asked the committee to meet alone and design a program for the three days. They did this and presented us with the following outline.

Monday, August 5 - School groups would work together and continue the planning they began during the summer about how they would make use of what they learned at the Advancement School when they returned to their regular assignments.

In addition, the groups would determine how they would present their findings and any necessary requests to their principals, who would come to the Advancement School the following day, Tuesday, August 6.

Tuesday, August 6 - Morning Activities - (a) Mini-conversation to help break the ice and to get people comfortable with each other. (b) A short statement from Dr. Shedd. (c) Discussion by a panel composed of the administrators, several principals, one member of the Advancement School staff, and one workshop member.

The panel would answer only previously written questions. This was to insure serious and provocative questions.

The planning group felt that the panel was important and would allow workshop participants to confront administrators and principals with specific requests for support and help. (d) A surprise activity which the planning committee wanted to keep secret.

Lunch - The committee suggested a box lunch and informal conversation similar to those of Thursday, June 27.

Afternoon - (a) 1 to 2 - The workshop participants would plan a series of activities that would explain what they did during the summer. (b) 2 to 3 - Individual school groups would meet with their principals to plan for the coming year.

Wednesday, August 7 - The committee was uncertain about Wednesday and asked us to plan this day.

The committee was excited about the outline and although all of the specifics were not clear, they were eager for approval so that they could begin to work on the details.

After prolonged discussion and suggestions, the plan was accepted with the provision that we would all examine it again after the specifics were determined.

Two other meetings concerning this planning have to be discussed at this point. One is the Advancement School planning staff meeting concerned with the last three days and the other is one with Dr. Napier who was asked to help us plan these days.

The Advancement School staff was not fully satisfied with what the workshop committee had suggested for Tuesday, and discussed alternatives. In the end, however, we recognized that although there were legitimate concerns with the activities, it would be difficult for us, and perhaps devitalizing, in terms of our reason for forming a workshop planning committee, to interfere too heavily.

The Advancement School planning staff accepted the outline, and, indeed, gave much encouragement and help to the workshop committee.

The next meeting involved Dr. Napier and the Advancement School planning staff. We began a meeting without any representative of the workshop committee present, and the inadequacy of this arrangement soon became very clear. We adjourned temporarily to find committee members, and subsequently, the meeting reconvened.

Dr. Napier was concerned about the committee's plans for Tuesday, because he felt the morning activities would make the administrators and principals too uncomfortable. He argued that the questions for the mini-conversations were too "confronting" in nature and thet the panel discussion period was designed to be too provocative.

He suggested several alternative designs, and several ways of moderating the questions and panel discussions, if the present design were kept.

The workshop committee left the meeting feeling dissatisfied with the plan and decided to meet alone to discuss Dr. Napier's suggestions.

The next day the committee informed us that after a prolonged discussion, they decided to keep their design because they believed in it and felt it could work. They were willing, however, to change a few of the questions for the mini-conversation, and to work diligently to insure that the panel discussion would not become accusatory. They also wanted us to tell Dr. Napier how much they appreciated his concern and help.

Unhesitatingly, we accepted this and told the committee to go ahead. These days were theirs, and we wanted them to feel comfortable and to recognize that the Advancement School had faith in their abilities.

The Last Three Days - Activities

Monday, August 5 - This day's activities were carried out exactly as planned (see page 15)

Tuesday, August 6 - The workshop committee conducted the following activities.

1) 9:30 to 10:30 - Mini-conversations

Principals could not sit with teachers from their schools and only one administrator was allowed in each group. The groups were given alternating serious and entertaining questions, and after every two or three questions, two people from each group switched to another.

2) 10:30 to 11:30 - Dr. Shedd and Panel Discussion

Dr. Shedd spoke about five minutes and commented on the "spirit and elan" he noticed among the workshop participants. He also urged the teachers to continue the openness when they returned to their home schools and promised that the administration would help in any way it could.

The panel was made up of Mark Shedd; Bernard Watson; Ezra Staples; Milton Goldberg; Helen Faust; Marcus Foster, principal of Gratz High School; Bernard Rafferty, principal of Harding Jr. High School; Charles Leftwich, principal of Wanamaker Jr. High School; and Dan Cheever of the Advancement School staff. It was moderated by Sister Elizabeth McLoughlin, a teacher at Harlem Prep in New York City. Sister McLoughlin was one of two nuns in attendance. The other was Sister Frances Tobin of Albany, N. Y. Both Sister McLoughlin and Sister Tobin were gracious, and gave to the program a vital sense of mission as well as some delightful humor.

Sister McLoughlin read questions which were written by the audience and the panelists answered and commented.

3) 11:30 to 12 noon - The fourteen members of the Improvisational Drama workshop conducted a 'sample' class led by Howard Dando, a teacher from Wanamaker Jr. High.

4) Noon to 1 - Box lunch and informal conversations.

5) 1 to 2 - Workshop teachers prepared and experience in Media, Games, P.D., H.D. and Reading and asked their principals to attend one or two of these experiences so they could

demonstrate and explain what happened during the summer.

6) 2 to 3 - Individual school groups met with principals and began the dialogue necessary for implementation of plans for the coming school year.

Wednesday, August 7 - The Advancement School staff planned this day and based its strategy on a strong feeling that the workshop participants wanted an opportunity to talk about the Advancement School, and wanted a clear prespective on how all of the workshops related to each other and to the curricular priorities of the Advancement School.

1) 9 to 10 - Each school group met and wrote what its specific plans for September 1968 were, and what support it would want from the Advancement School to help implement these plans.

2) 10:00 to 11:00 - The workshop participants observed and took part in closing day exercises for the students who attended the Advancement School's summer session.

3) 11:00 to 12:30 - Peter Buttenwieser, the director of the Advancement School, and Wanda Gray, the director of instructions, spoke to the workshop group about the Advancement School as an experimental institution and the curricular design of such an institution.

4) 12:30 - The day ended.

SUMMARY AND ANALYSIS

In, Life In Classrooms, Philip Jackson of the University of Chicago reminds us that reachers and students focus on the highlights of their school experiences rather than on the seemingly trivial events which fill the bulk of their school hours.

Teachers are likely to concentrate on specific acts of accomplishment or misbehavior, even if these acts occupied a very small percentage of the student's time during that particular school day.

The student is very selective, also, in his answer to the question, "What happened in school today?" "I went to the firehouse" or "We had a test in arithmetic" are typical responses. The details of the ride to the firehouse or what happened immediately before or after the test are considered too boring or too inconsequential to report.

However, if we are to give perspective and meaning to our lives, the events we rarely describe may be at least as important as those we relate. Jules Henry, an anthropologist who wrote Culture Against Man, recognized this and the descriptions of the individual lives of the students he and his colleagues studied are rich in detail, even about what many might consider minutiae. This richness allows the reader to gain a much deeper understanding of student feelings and behaviors than would an account of the highlights only.

The report on the summer program may be detailed in explaining administrative planning, and in describing what happened in each workshop, but it does not help the reader really feel and understand the quality of the human interaction that occurred. We can describe the Wednesday afternoon sessions or the week of group process, but this does not help in following the dialogue that took place during these sessions, in feeling the emotions that were involved or in understanding the modifications in behavior patterns that people displayed.

Nor does the report give any insight into the rich pattern of informal conversation that existed all summer, the way in which friendships grew and personal difficulties were handled.

It does not describe a party that was held at the Advancement School the evening of July 31st, and how the members of the Improvisational Drama class slowly took over the party, perhaps without knowing it, and used their intense feelings of warmth and respect for each other to lead the other participants in a round of activities that were immensely enjoyable and, at times, poignant. I doubt if anyone attending will ever forget Sister Elizabeth Tobin's involvement in the dancing and the general joy of the evening.

The report, also, does not mention the participation of workshop members in the school's graduation exercises. A rock and roll band and a folk singer entertained, and without any prior planning or preparation, workshop teachers, along with Advancement School staff, began to dance and sing with the students. It was an outburst of enthusiasm and warmth, and the interaction between the teachers and students was beautiful to watch.

Perhaps it is impossible to capture the atmosphere to which we are alluding, without relating everything that happened and everything that was said, but even this would not be satisfactory because the para-verbal elements, the expressions, the laughs, and the grimaces, still would be missing.

In sum, then, it is important for all to understand that this report may not satisfactorily convey the self-probing, the spirit, and the intensive relationships which grew among the workshop participants and between the participants and the Advancement School staff. It is in these gray, hard-to-describe areas that the real meaning of human interaction is found.

With this in mind, the following pages will be divided into Positive Accomplishment of the Summer Program, Where We Might Go In The Future and a brief Concluding Statement.

POSITIVE ACCOMPLISHMENTS OF THE SUMMER

1) The most important accomplishment from the view of the Advancement School was the excitement and enthusiasm the participants displayed over the possibilities for change in education. They began to talk and plan for the coming school year in a way that was extremely gratifying and that was prime evidence for the proposition that these teachers believed in themselves and in their abilities to act.

   The talk was not "pie-in-the sky," but realistic, based on the knowledge of their schools, and tempered by many considerations. The important point is that the teachers did not argue, "we can't do the things we want because . . ." but asked "How can we do what we want?" This difference in emphasis was of major importance and kept the planners from becoming bogged down with negative feelings and recriminations.

   One culmination of this excitement is a proposal being written by several workshop participants. Its essence is to gather nine or ten of the participants in one school (they would like to help staff a new school), to work with a large group of students in an independent manner. This group believes in itself, what it can accomplish, and that given warm and sympathetic teaching, children can learn.

   We would like to think that the enthusiasm was stimulated by their exposure to the Advancement School. The idea of the Advancement School, an institution devoted to the explorations of alternative strategies in education, became very clear to them, even though they were not overly familiar with the everyday workings of the school.

What did become manifest was that the Advancement School workshop leaders cared for them, were interested in their growth as human beings as well as teachers, and deeply felt both groups could learn from each other.

2) This mutual learning was a major and significant outcome of the summer. The Advancement School staff learned immediately that the participants were bright, articulate, interested in educational innovation, and generally had qualities which the Philadelphia community could be proud of and which the school system certainly could use.

   In ways which pleased the Advancement School, the participants told us we helped them as persons and as teachers

3) The workshops, the structural heart of the summer, helped the participants think carefully about alternative strategies, both in curricula and in teacher role and style. Learning how to play academic games, exploring the possibilities of enhancing communication skills, developing media projects, thinking about the use of community resources in a social studies classroom, adopting a laboratory style in mathematics, thinking about how achievement levels of teachers and students can be increased, exploring the connections between reading, writing, and speech, and experimenting with new counseling techniques, convinced the participants that the Advancement School had something to offer and that the workshop leaders were not only skilled practictioners, but open, flexible human beings who were honestly asking the participants to question fully and carefully the daily activities. (For a statistical accounting of the participants' feelings about the workshops see the appendix.)

4) George Mager's report describes what happened, but it is important to note, improvisational drama, with its emphasis on physical and emotional awareness and openness, and on literally forcing teachers to assume different roles than are usually associated with the profession, represents a significant and relatively unexplored teacher education possibility; it is one way, along with careful sensitivity training, community experiences, and relevant work in phenomenological psychology, to help educate young people to learn more about themselves, and better understand how other people perceive specific actions and events. This increased knowledge of self and improved ability to correctly perceive the behavior of others are sine qua nons of the outstanding teacher. We cannot ask

for open, flexible human beings, who are willing to listen to different ideas and experiment with different curricular design unless we arrange our programs to encourage this kind of activity.

Unanimously, the teachers in Improvisational Drama were impressed with the possibilities of this course, and although it was emotionally draining and physically exhausting, many participants, by the end of this summer, were planning ways of using it in their home schools.

5) It was quite clear to us that the Wednesday afternoon group process exercises were extremely important and helped the teachers, and us, measureably. They were enjoyable, helped people learn how they worked in groups, were instructive in the value of group activity as well as on the difficulties inherent in working in groups, and were especially enlightening regarding the relationship between individual talents and the group process.

A word about this last point. We learned clearly that individual talent is enhanced when a group of people work well together. Each person's resources become more apparent and are used more efficiently, his weaknesses do not debilitate because he gets the necessary supports, and the group spirit helps each person become more willing to be honest and open with his colleagues.

The willingness to be honest and open is the most important value attached to group activity. If one or more members of a group are unable, or unwilling, the group will be handicapped. This happened with several groups and these individual members, in their opinions and also in ours, did not learn as much during the six weeks as did those people who were in well-functioning groups.

This was true for several reasons.

a) An excessive amount of time was devoted to interpersonal difficulties, without resolution of these difficulties.

b) The workshop activities, at key times, became subsidiary.

c) Because of these problems, little substantive planning took place in these groups and the people in them were not prepared to return to their schools in the way we envisioned.

It is important to say, then, that the Advancement School placed a premium on group process, group activity, and on the willingness of individuals to work in groups. Those individuals who were unable to work this way probably found this emphasis disconcerting and disappointing, but we felt the advantages would far outweigh the difficulties.

Our strategy was deliberate and, we think, beneficial to the majority of the workshop participants.

WHERE WE MIGHT GO IN THE FUTURE

Obviously it is difficult in October to determine finally what next summer's program will be, but the Advancement School staff and the participants are thinking about 1969. The following points are in the realm of speculation and are written not as fully formed ideas but as suggestions that need exploration.

1) It is our feeling that we helped the teachers become more aware of their own potential and their ability to become important people in their classrooms and schools. This is a vital first step and we have to learn how to take the second: providing more help and leadership in the actual planning of the new curricula.

   In our follow-up of the summer participants we are learning that many teachers are accomplishing much, but others, while still anxious for change, are having problems with direction and leadership. Perhaps we can lessen the number of schools we work with next summer so that we can provide more intense follow-up and be available for teachers who want specific help.

2) Another organizational change that has possibilities is to attach Advancement School staff members to a team of teachers from one school while they are attending the summer workshop. The Advancement School staff would then return with the team and remain at that school for the year.

   This arrangement might help the team learn how to generate its own curricula, and help the Advancement School staff learn much more about the Philadelphia School System.

3) A variation of this would have the Advancement School staff exchange places with teachers from that school. As an example, eight teachers from school X would attend the 1969 summer workshop and two Advancement School staff would work with them the entire summer. In September, 1969, six teachers from school X would return along with two Advancement School people and two teachers from school X would remain at the Advancement School for the year to continue their learning and to help our staff in its curricula development.

4) We must rethink our workshop offerings. At this time we

know all were successful, but is one workshop each week too much? Perhaps we need to offer one or two fewer workshops, have each a longer period of time, and give the participants more of an opportunity to try some of the strategies with students.

5) Another possibility for organization is to identify the participants early in 1969, by February at the latest, and before the summer begins work with these teachers in Games, Communications, or other areas we select. This would allow the participants to teach the students in attendance at the Advancement School during the summer, give them full opportunity to explore the ideas and materials, and would allow our staff to engage the teachers in important dialogue.

   (Many of the participants were happy at any opportunity to discuss specific teaching behaviors and the implications of these behaviors.)

   This organization, also, would help bridge the gap between the workshops and the on-going Advancement School, a gap that our staff and the participants felt was too large at times. A few students were used in the Achievement Motivation workshop and the Communication workshop centered around students but the relationship between the summer school for students and the workshop was not clearly defined.

6) Are there any other workshops we can offer? Can we serve as a resource for the curriculum office and together plan a workshop that would serve a distinct need our planning would identify? Can the Advancement School serve in the area of administrative education? What is our job in working with interns? All of these questions deserve much time and effort.

A CONCLUDING STATEMENT

Sidney M. Jourard in Disclosing Man to Himself writes,

> We are caught on the horns of a dilemma. Children must be shown the ways of their group; they must be taught and trained. But they must also be able to transcend this training and learn for themselves, if they are to experience their lives as meaningful, and if the society in which they live is to grow and change. The question is how is it possible to reconcile the contradiction between teaching children for society and letting them learn for themselves, so that children can serve their society without loss of

> freedom and capacity to go beyond what they have been taught? This is the same problem, writ large, that every serious teacher - of piano, of art, of psychotherapy, or even of teaching - faces: how can one teach a pupil in the fundamental techniques of this art without producing a mere technician?

If the summer program had a focus that has not been made clear, Jourard's statement contains that focus. We know human beings have the capacity to transcend their limits, to "experience possibility." Our summer was designed to help teachers experience their possibilities. We think, in large measure, we did this.

We shall continue to meet with the summer participants, talk with them in their schools, learn what they are doing, and share their problems and joys. We are eager to learn if our thoughts about the summer experience will find confirmation in the daily activities of those who were at the Pennsylvania Advancement School from June 27 to August 7, 1968.

It is impossible to end this report without thanking all of the people who helped conceive, plan and execute the summer program. It is impossible to convey the deep-felt appreciation for the time and effort expended by all involved. Interest, willingness, concentration and good humor were manifest every day. To Peter Buttenwieser, Daniel Cheever, Martin Cohen, Joyce Coster, Robert Easton, Dale Farran, Wanda Gray, John Kemp, John Lee, George Mager, Alice Nisenson, Leon Obeler, Marvin Shapiro, Spencer Swinton, Greg Teague, Cynthia Townend, Philip Williams, and Shively Willingham, thank you very much. It would have been impossible without you.

Special thanks is due Rod Napier of Temple University whose patience, good will, insight and expertise have made their mark on the Advancement School.

Joseph L. Prusan

ACHIEVEMENT MOTIVATION

SUMMER WORKSHOP

The three Achievement Motivation workshops were conducted during the first, second and fourth weeks of the 1968 summer program at the Pennsylvania Advancement School.

Principal Goals:

1) to have the participants learn how the "need-achievement" (n-Ach) motive manifests itself in both thought and action;
2) to enable them to increase their own need to achieve;
3) to encourage them to help their students to increase their need to achieve;

4) to make them aware of some of the effects of classroom climate upon student behavior.

The primary reasons behind these goals are the observations that in general (1) teachers have a low need for achievement in comparison with their need for affiliation (n-Aff) and their need for power (n-Pow); (2) adolescents, particularly those in slum areas, have a very low need for achievement in comparison to their high needs for affiliation and power; (3) the climate of most classrooms not only inhibits the development of a need to achieve, but, moreover, fosters need for power.

Methods:

The methods used in the workshops were those developed by Professor David McClelland and the Achievement Motivation Development Project at Harvard University. These have three prominant aspects: (1) helping participants to become aware of achievement thoughts (i.e. those concerned with an internal standard of excellence, which may take the form of competition, unique accomplishment or long term involvement) and to use them; (2) having the participants play games which emphasize the action strategies of a person with a high need to achieve (i.e. taking moderate risks, using feedback, taking personal responsibility); (3) creating an achieving climate (i.e. one in which each individual feels warmly, but honestly supported and respected by the others). These methods take advantage of McClelland's twelve propositions outlined in "Toward a Theory of Motive Acquisition."

Results:

1) The first goal was reached with minor exception. At the end of each workshop each teacher was asked to write a paragraph which would score high for n-Ach. Without exception, each did so. During the course of the workshop

each teacher was made aware of the action strategies through the various games we played.

The other three goals cannot be measured yet, but subjective indications can be found in the workshop evaluation which each participant was asked to complete. Judging from those and from comments made by the participants:

2) The second goal was accepted by a minority, but that does not mean that the others will not increase their own need to achieve. There were a few comments during the course and in the evaluation which indicated that some teachers were seriously considering their own motivation. The evaluations indicated that most of the teachers felt that the focus of the workshop should have been on the teachers' students, rather than on the teachers themselves. They were fairly evenly divided on the question of whether the action strategy games should have been directed toward them or their students. Perhaps this is because the games were quite popular.

3) The third goal was accepted by the majority. As a matter of fact, one of the most frequent comments was "How can we increase kids' need to achieve?"

4) The fourth goal was reached on an intellectual level, but only a minority of the teachers seemed able to apply it to their thoughts about their own classrooms. At the end of each workshop, each teacher was given a grade for his performance. This resulted in rather intense discussions each time, for the grades were mediocre with a few highs and a few lows. No criteria had been announced and they had not been told that they would receive grades. After the level of hostility had reached a fairly high level, it was explained that each grade had been determined by the role of a pair of dice. For a moment each had felt the power-compliance relationship which usually exists between teacher and student. Yet, later, in the evaluations of the workshop most of the teachers said that they would have preferred a more directive climate in the workshop.

The most popular part of the workshops were the action strategy games. The least popular was the lack of rigid structure. The change most requested was for more emphasis on junior high school students.

Speculations:

The fact that my lack of rigid structure was generally unpopular in spite of a few very positive comments leads me to wonder if the discomfort was a result of previous power-compliance situations. Perhaps it was too much to ask of these teachers to take more personal responsibility for their learning than they have been given before. But the vast majority indicated on their evaluations that they felt that the workshop readings should not be assigned; rather, the readings should be left to the discretion of the teachers! Apparently, they do feel responsible.

Perhaps the discomfort was a result of non-fulfillment of expectations. This thought leads me to a comparison of the three workshops: The teachers in the first workshop showed on their evaluations that they were satisfied with the climate of the workshop. The teachers in the second two workshops were emphatically in favor of more directiveness. A possible conclusion to be drawn is that the teachers in the first workshop had not been led to expect a power-compliance climate at P.A.S. and were willing to accept the personal responsibility offered them. The teachers in the subsequent Achievement Motivation workshops had been through other workshops at P.A.S. which were more directive because of the required content. It is also interesting to note that more of the participants of the first Motivation workshop have taken personal responsibility in the planning of activities at P.A.S. than have participants in subsequent workshops. If these observations are valid, we at P.A.S. should consider what sort of climate we are creating.

Unfortunately (for my ego), I question the above observations, From my own subjective observations of the teachers I believe that the differences were there before they even came to P.A.S.

High Points:

While leading one of the groups during the morning of the first Friday, one of the teachers realized what I was doing and said so. We had talked about and seen leadership conflict in small groups. We had assembled into a large group for more discussion, but I remained mute. A leadership struggle developed and suddenly Charlie looked at me and said to the group, "I think John is trying to show us something."

An unexpected discussion of race came about before lunch on the second day of the first workshop. It was very intense and some feelings got rather high, but people were listening to each other. I believe that everyone learned and felt some new things.

One of the teachers in the second workshop said that he was considering doing his doctoral thesis on achievement motivation.

The third workshop had four young boys participating in the action strategy games. I had worked with them the previous week so that they would know how to play. The teachers were unaware of this. The boys out performed the teachers. We were all very pleased with this.

The discussion after giving the workshop "grades" were intense and involving. Some of the teachers' comments on their evaluations made me feel very good:

> "The informality best enhances the climate of learning in regards to this workshop. I liked this best of all. I have no negative feelings at all about this workshop."

> "I particularly enjoyed the subtle manner in which you handled the group."

> "I found myself in the position of a child in this workshop. I felt the same motivations and frustrations in the games as they would have felt."

Low Points:

Neither films nor materials were available the first week as I had planned. I had to keep promising things which didn't arrive in time.

During the second workshop many of the discussions degenerated into the trivia common to faculty-room gossip. I was unable to get the teachers personally involved in what was happening. I was very frustrated and feeling hostile which didn't help. Joe happened by at one low point and saved the day by joining the discussion. (Thank you).

During the third workshop many of the teachers wanted to finish projects they had started elsewhere. I was rather hurt to lose them, but I felt, and still believe, that it was more useful for them to take the responsibility and accomplish something of importance to them.

Some of the comments also hurt for they showed me that I had failed with some:

> "What I liked least--the balance of the workshop. It seemed to have no purpose."

> "What I liked least, John, was the great amount of 'permissiveness.'"

Changes:

If I were to run another Achievement Motivation workshop, I would supply a tentative schedule describing in outline what we would be doing. I would try to explain more of the reasons why we were doing certain things, particularly at the beginning. I would emphasize that the course could be used to increase ones own need to achieve. I would try to have more action games and kids to play them with the teachers as equals. I would not be more directive, but I would try to explain why (i.e. that it is in the opposition to an achieving climate).

This last area is where I would like help from the rest of the staff, particularly in encouraging the teachers to take personal responsibility.

Conclusion:

The whole summer program with the teachers seems to have been very successful. We started with a group of fairly interested teachers and now have a group of very interested, enthusiastic teachers who are committed to trying something of their own.

John Lee

COMMUNICATIONS

SUMMER WORKSHOP

We felt on the whole that the workshops were mutually productive for PAS staff and participating teachers. Workshops varied, however, in the degree of teacher involvement. In fact, we noticed a progression in their responses, going from "enthusiastic" (first workshop) to "moderately involved" (second workshop) to "relatively uninvolved" (third workshop).

We began each workshop in a different way, but each introductory session was always followed by having the teachers break into two planning groups, take turns teaching classes at Sayre, then analyzing what had happened in each class. During these analytical sessions John and I acted as moderators within each group.

The first workshop began with our putting teachers through some of the experiences that they themselves would be using with kids. Subsequent planning for the kids was based on these experiences (e.g., blindfold walk, touch test, Owl Creek Bridge). The second workshop started with our teaching "model" lessons: John taught a class on Owl Creek; I taught an introductory lesson on the senses. At the beginning of the third workshop John demonstrated various techniques (e.g., reading mystery story by candlelight) and teachers planned their lessons around the materials or approaches that he had demonstrated.

John and I felt that the third workshop was weakest because the teachers had been "talked to" rather than allowed to experience the material as they had during the first week. We were divided on the subject of our value as "model" teachers. John felt that his and my teaching as a starter for the second workshop was valuable to the teachers. I felt this did not offer much that was constructive and, in fact, seemed to cut off the teachers' own sense of creativity. Some of them seemed to assume from our teaching that there is a right style, in spite of our constant emphasis that style is and should be a very personal thing.

We felt at the end of the summer that what we needed most was more time to work with each group of teachers. Two weeks seems the absolute minimum if we want not only to introduce teachers to the Communications approach but also have them plan and teach lessons. We felt that such planning and teaching were essential but that time pressures made much of our work with teachers, and their work with the kids, fairly superficial.

We learned a lot not only about public school teachers and their problems but also about how to put together a Communications workshop. In spite of the time pressures, we thought that many of the teachers really responded enthusiastically to the Communications approach and will go and do likewise--especially the teachers from Vaux.

Alice Nisenson and John Kemp

THE COMMUNICATIONS WORKSHOP AND SAYRE JR. HIGH

Last May, Oliver Lancaster of the Office of Integration and Intergroup Education, on special assignment to Sayre, asked the Advancement School to help plan the Sayre summer staff development program. Our staff became involved in a series of planning meetings and, in particular, was asked to help the Sayre faculty think about how to individualize instruction in heterogeneous classes. Sayre was changing from homogeneous groupings in September 1968.

We responded in two ways. During the week of June 24, the Sayre faculty was to have a series of community experiences such as walks through the neighborhood, and visits to private homes, businesses and community organizations. We suggested that the Advancement School staff would be pleased to organize a two day workshop in reading and communication with a concentration on individualized instruction. This was accepted and John Kemp and Marvin Shapiro of the Advancement School staff planned workshops, which became part of that week's experiences.

Second, we suggested that the Communications workshop scheduled to be part of our summer program be held at Sayre. This would allow Sayre summer school teachers to observe this workshop and take part in any analysis sessions, and it would give the Advancement School workshop participants an opportunity to work with students, which Alice Nisenson and John Kemp felt was extremely important.

The Sayre planning group approved and when scheduled for Communications, the workshopers went to Sayre instead of coming to the Advancement School.

We wish to thank Oliver Lancaster, Mrs. Novella Williams (president of Citizens for Progress), and the other members of the planning group for inviting us and giving us the opportunity to take part in the Sayre staff development program.

IMPROVISATIONAL DRAMA

SUMMER WORKSHOP

There were several purposes of the Improvsiational Drama Summer Project. One big concern was how does one take a style of teaching such as I.D. and make it a meaningful experience so that teachers are able to adapt to it. In pre-planning, it was decided that one really need experience the course before he could fully understand its implications. Also, by participating in the course, the teacher might eventually be able to predict some of his own student's reactions to it. In short, we were experimenting to discover how best to disseminate I.D.

It is impossible at this time to describe specifics of the course. Since Improvisational Drama is very student-directed content wise, any description of the course must be rather complete. To isolate a particular session would be unwise since preceding sessions (and those yet to come) have tremendous influence. We are, however, in the process of writing a book about Improvisational Drama. Hopefully, this will be completed this school year.

Another important purpose of the project was to help the teacher realize alternative styles of teaching and thereby improve their vision in the classroom. By helping the teachers free themselves physically and emotionally, we hoped that they would begin to understand better their role as one who must relate to a variety of people.

The class began each morning at 8 a.m. - one hour before the official school day. This was the only time we could get and, happily, the teachers not only looked forward to the session, but even remarked on several occasions that they could never remember being so anxious to come to a class. Attendance was almost perfect throughout the summer.

The class was taught in the same manner that it was taught to students at P.A.S. Greater concentration had to be on physically freeing them and getting them to drop their intellectual defenses. Movement, pantomine, free association and acting techniques were employed throughout the course.

It is important to note that many of the teachers felt that this was one of the most meaningful experiences in education that they had ever undergone. Many white teachers found that they learned and experienced a great deal about black people and culture. The free, relaxing, student-directed approach of bringing a structure to bear and allowing, as much as possible, the students to develop the content was a new and exciting possibility for them. They felt it to be a fine way to make education relevant.

I felt, as did the teachers, that the project was very successful. I learned much from the teachers and know they benefited from their experiences with us this summer.

George Mager

MEDIA

SUMMER WORKSHOP

The Media workshop was project-oriented. Rather than attempting the impossible task of covering the entire field of media in one week using a strict academic approach, we decided to ask the fifteen teachers per week to come in with an idea for their own curriculum which they would then apply, with our help, to one medium.

Within this loose structure we had several objectives. We were not entirely acquainted with what the particular media needs of each individual might be, but we were sure that most would share a cautious attitude toward the media "mystique," and a certain reserve about using the equipment. If the workshop participants were ever to use media in the teaching process, both of these concerns would have to be eradicated. The individual or small-group project orientation of the workshop automatically forced the teachers to experience media production as a tangible process within which the associated machines were so many tools. It was important, too, that they emerge with a completed product which would reflect their own style of teaching. The PAS Media staff, serving as a resource personnel for several projects within the workshop, had neither the time nor inclination to oversee every detail of the participants' activity; the teachers had to bring much of their own experience as teachers and as audience to bear on their projects. And by going through the entire process of making a slide-tape, a film, of a photo essay themselves, the participants were able to experience just such problems as their students might later encounter.

For the most part, the Media workshop was a success. Certainly, the participants found a wealth of resources which had never before been available to them, and they reacted with great interest and enthusiasm. A few have returned to PAS to use equipment unavailable elsewhere, and to obtain advice on long-term projects. Several have continued to put their summer's experience to direct use with their own students, where local facilities permit. And, although many are stymied by the lack of equipment and materials in their own schools, virtually all were struck by the relevance of media use for their students and its implications for their own overall teaching styles.

There are some areas which definitely need improvement, however. One week is simply not enough time for an adequate immersion in media, even with the one-project/one-medium approach we used. Several of the projects were too long to allow completion in one week, the teachers had to return to the media workshop during the final week. Some teachers expressed a desire for wider coverage; by the end of the week, they had had a fairly intensive encounter with one medium and its related equipment, but they had no grip on the field as a whole. Something which no one complained about, but which we felt very strongly by the end of the session, was the fact that we had put very little emphasis on follow-through with students; our roles as media resource people were not clearly enough protrayed as their future roles with their students, and the fact is that we lacked the time to arm them sufficiently as resources.

From what we have learned this summer, we project a Media workshop for next summer which would look quite different. It would last two weeks and have a somewhat tighter structure. For the first week, all of the participants would run through the same program: the application of a single, simple concept to all of the basic media. There would be continuous emphasis on curriculum application and technique, constant exposure to available prepared material. This week would supply the necessary overview of media in preparation for the second week, when teachers would work on their own projects in small groups, presumably in significantly greater depth than was possible in this past summer's shorter session.

Greg Teague and Phil Williams

PSYCHOLOGICAL COUNSELING

SUMMER WORKSHOP

We felt that the Advancement School would provide an exciting setting for practicing counselors to work with kids and have the opportunity to examine that work. In addition, they would be able to explore how kids function in various learning settings. Being part of classes, family groups and other aspects of the school, they might develop a more diverse picture of kids and the kinds of relationships that could be helpful to them.

It was also hoped that the participants would learn how to learn from each other. To this end they were asked to make tape recordings of their work to make it available for review. In examining their own work, alone and with others in the program, it was hoped that they would see more clearly who they were, what they were trying to do and how they might improve on it. In the course of this review, it was expected that they would discuss many of the problems that they shared in their practice, and some possible solutions to them.

The structure of the workshop was maintained in essentially the form outlined in the proposal (attached). We talked less about theory than originally planned, because other issues of practice seemed to be of overriding importance. Many of the participants, however, did considerable reading from books available. We gave each participant a copy of Guidance, An Examination, by Mosher, Carle and Kehas, which contains a variety of articles on various phases and points of view about Counseling and the field of Guidance.

The participants learned a good deal from the school and their work with our kids and regular staff. Their more organized learning, however, took two major forms, the seminar group and various kinds of formal and informal conferences. The seminar group had a great deal of difficulty learning how to use each other in helpful ways. This was partly due to a decision by the leader to insist that they work out their own style, rather than to specify how or what should be done in the meetings. This created a great deal of anxiety at first, but gradually the group worked out ways of getting on with their work productively. The climax was the planning for a meeting with Miss Faust, to discuss what they had experienced over the summer.

Various individuals used the directors and each other to explore issues, both personal and professional, that seemed to impinge on their experience. This supplement to the group conversations was valued by all of them, and seemed to advance their learning.

We had two guests, Mr. Frank Jones from Harvard, and Dr. Richard Bocchini from Penn. These men added valuable extra dimensions to the dialogue in which we were engaged.

It seems to us that the objectives of the summer were met, rather well. The members overcame extreme anxiety about taping and began to see the value in being able to review more objectively the events of a conversation. Most of them return to their schools with the expectation of using this strategy in their practice, and of trying to persuade others to join them. Beyond this, they are beginning to see the value of help and support from colleagues, and they talk, not only about trying to keep this workshop in touch with each other, but about trying to involve their fellow toilers in looking together at what they are trying to do. In our conference with Miss Faust, we began to explore ways in which they might be able to share their experience with other counselors around the city.

Although we are pleased with the progress of the workshop, there are some things that might improve it another time. (1) Pre-session interviews might help to orient the participants a little better in advance of their arrival, and might serve to reduce the anxiety that slows down getting involved. (2) Home visits by the counselors should be more carefully planned and made an integral part of the experience. (3) To help the group deal with the difficulty of coming to know and trust each other, and yet to minimize the risk of focusing the seminars on the leader, an "observer" might be appointed from the group to observe the interactions, and then the last ten minutes of each session might be reserved for his comments and a discussion of what kinds of processes were going on.

We feel that the summer was a success, that the participants in the program learned some of what they came to learn as well as could be expected in the time available. We were pleased to be associated with the program.

Robert Easton and Cynthia Townend

SIMULATIONS

SUMMER WORKSHOP

Overall Perspective

Feeling quite sure of myself, I had organized my workshop schedule weeks before the teachers arrived. I think now, looking back to that, that I had an unconscious arrogance toward these teachers and about my role as a workshop leader. I learned several important things after my first day's experience and what I learned kept me up until midnight that night planning just the next day.

I learned that teachers are people who do not like to be lectured to. I don't think that anyone likes to be lectured to but teachers probably like it least of all.

I learned that these teachers were not going to take my word (or anybody's word) for what I had to offer. They had to be involved in it.

My job as a leader therefore changed drastically. My job was to involve them in simulations and not to teach them about simulations. I could not tell them why simulations were a good educational tool, I had to create that experience for them.

I learned that these teachers are creative, interesting and intelligent and if given the proper atmosphere would bring all that to bear on the workshop subject. My job was to create that atmosphere. My job was to involve them in a 'set' or prevailing atmosphere which is quite different from the one to which they are accustomed. It was not my job to criticize or even question their set, that of the public school system, but rather to bring them into the set of the Advancement School in a way that made them feel comfortable and respected.

For example, I could not and did not allow myself to get into the position of defending simulations in terms of the particular situations in their home schools. As quickly as possible I got them involved and to some extent commited to the idea of simulations. The transferability question was saved for the last day when they discussed it themselves and I stayed out of the discussion as much as possible. A discussion with myself in the position of defending simulations and with them taking the role of the antagonists would have been profitless.

For the rest of that first workshop and for the following two, I took on the role of a facilitator rather than a teacher. In a sense I reversed the role of a teacher. In most cases a teacher is quite aware of himself or herself and the material that has to be covered. I took the focus off myself and instead concentrated all my energy and focus on the group of teachers.

I tried never to move to another activity or a new topic unless the group was ready. This meant that some activities had to be scrapped and that many activities lasted longer than was actually planned.

I tried very hard to make the physical arrangement match the activities. Few things were done in large groups. No discussion with myself as leader was ever done in a large group. The times we met as a large group were ones where they would be teaching each other, times when members would present plans or ideas to the total group for a reaction. Large grouping was never used for instruction but rather for reaction and discussion.

The brainstorming technique was used at several key points during the week with a specific purpose. It was used to elicit as many different ideas as possible in a short period of time. This technique fitted simulations very well. Simulations represent an approach which is unfamiliar to most teachers. They did not come into the workshop with ideas about their use. By brainstorming many ideas could be generated for people to think about before they had to be narrowed down to one or two ideas to work on. The approach seemed to work well for moving a group of people into working fairly concretely in an area they were initially unfamiliar with.

The approach served another useful purpose which I did not understand until later. It removed all of the judgmental aspects which are so often present when teachers work together. The agreement demanded when a group begins brainstorming is that there will be no criticism or judgment of any idea put forth by any member. At that point each idea carries equal weight whether a teacher is a beginner, a revolutionary, a conservative or has many years of experience. Several teachers later told me that this made them feel relaxed and free to participate. As they said, the leader never passed judgment either, every idea was recorded and accepted.

The major projects were done during the week - the lesson unit and the building of a game. Both of these projects were introduced with non-threatening exercises (ex. brainstorming and round-robin building on an idea) to help teachers understand what the project was and how to go about it. I found that in ambiguous situations, either ambiguous in directions or in purpose, teachers became the most resistant and feel the most threatened. Preceding a project with an exercise rather than a set of instructions lessened the ambiguity of what was demanded considerably.

Also, and this may sound a little underhanded, teachers can be gotten into a project through an exercise without their knowing it. I did not tell the teachers ahead of time that they would be planning a lesson plan; I did not want them to develop negative or fearful feelings about it. Instead we moved quietly and naturally into it through brainstorming. The teachers knew we would spend time building a game but it was never formally announced.

Instead, we moved into it, often hilariously, by building a game as a group in a round-robin sort of way.

Overall, I found the workshops I conducted extremely exciting and very demanding. By the end of each day I was exhausted but if the teachers said during the summer that they looked forward to each day, I did even more so. I ran a very controlled workshop and for me it was very successful. I did not control content but I did control movement and timing. The control stemmed from my concentrating completely on keeping in touch with where the total group was and how it was reacting.

SUCCESSES AND FAILURES

The successes and failures can be listed in order from highly successful to least. Nothing in the workshop could be called a complete failure.

Highly Successful:

1) The group process approach. As I have said all the activities which involved a group process technique directly related and meaningful to the activity worked very well. Certain groupings seemed to better fit certain types of activities and should be used accordingly.

   I also used group process in ways that were not combined with workshop material. I found that by the second day there were usually a few people who either seemed confused by the workshop or not really involved. I was not going to call them to task; it was much better if I arranged a way for the group to talk about it. Therefore I used a group dynamics approach(putting the teachers in groups of 3) to talk about questions of commitment and involvement which really were not directly tied in to any specific content. I used the same technique again at the very end of each week to enable the teachers (in 2-man groups) to exchange helpful impressions of each other they had gained during the week.

   In one workshop week I cancelled one hour of the last day and devoted it entirely to a group session about the way people had felt during the week. I felt, as a leader, that they had been harmful to each other and personal conflicts had interfered with the workshop. I felt that this problem was as important as any other simulation material I could cover and therefore I elected to spend time trying to rectify it.

   It can be argued that group process activities are inefficient, that time is spent on them when it could be devoted to more cognitive, content-oriented areas, that more could be taught if less time or no time was spent on group process techniques. I do not agree with that arguement. I believe, after 3 weeks of workshops, that more content is absorbed when combined with group process techniques than could be without them even if more content was covered. The important thing is to keep a good balance between them and to keep them integrally related.

2) The game playing activities were also highly successful. Two simulations were played: Consumer and Crisis, and teachers became very involved in both. The games were introduced to the teachers in much the same way I would have introduced them to students. I wanted the teachers to have fun and the games are quite adaptable to different levels of sophistication, therefore I did not tell teachers what to look for "educationally."

Each game was played completely through without analysis from an educational point of view and afterwards the best discussions were always those about the best way to play. When I would try to make them analyze the game from an administrative view point, the teachers resisted. They wanted to remain players. I finally understood that they would make that transfer themselves and that I should not force them into another role.

The Life-Career game was not as successful. It is not as good a game but that was not its primary reason for lack of success. The primary reason was that I had introduced it as a game to learn from, a game to learn how to revise a game. It was more educational than fun and therefore not as enjoyable.

3) The game building project was also highly successful; many of the teachers recommended it as the one activity they would have liked to spend more time on. It was amazing that after having spent only three or four days on simulations the teachers were able to develop such sophisticated games. Many of the games were quite playable and could be made so with a little more work; a few were finished to the point of immediate playability. One team from the first workshop spent the rest of the summer developing their game and played it the last week of the summer session.

4) Very successful, but not to the same degree as the activities just mentioned was the work on designing a lesson unit around the game. During the three weeks of workshop, no lesson unit was duplicated indicating the many uses of simulations and also the resourcefulness of the teachers.

5) The discussion about the lesson units was also successful. Each group would present its plan to the total group and the total group was asked to respond with helpful criticism (a hard thing to do). The discussion was most fruitful when the teachers were urged to analyze the way they

had been responding. Many insights were gained about the things which prohibit a group of people from communicating well.

The structure for teachers to present their games to each other was a potentially successful one but achieved only medium success this summer. Group A would present its game to Group B for reactions. In the large, Group B was to present A's game and A was to present B's reactions. That organization is really an activity about communication and therefore needed more time than I had to do it justice. It took place on the last day when people feel more time pressure and was not as successful as it could be. I would like to try it again when there would be more time to explore it.

The Least successful activities were the following:

1) The talk by Audrey Suhr from Johns Hopkins University was the least successful of all the things that were done. I have a definite feeling now that consultant speakers are not necessary to run a good workshop and in fact may be damaging because they have to be scheduled in arbitrarily. The talk was not very interesting or dynamic and the teachers did not know enough or have enough interest to respond well. If Audrey were to appear to a normal workshop she would probably be great but the contrast between her presentation and an Advancement School workshop was too great.

2) Having the group read a section from the book on simulations was not successful. It was done in an attempt to make the presentation by Audrey more interesting. To some extent it did, but I would not schedule reading time in a workshop again. It ran contrary to every other activity that was carried on in the workshop week. It was also done much too early in the week to be interesting - I could not rely on any interest by the teachers to carry them through a fairly dull activity.

3) The final not terribly successful thing I tried was the discussion about game models - that is, how a game is designed and works. Again part of the problem was that teachers were too excited about playing the game to talk about it when I had planned to. The other problem was that the discussion did not appear relevant at the time; it was relevant to something planned for later in the week, but I knew that, they didn't.

RECOMMENDATIONS

1) Instead of having the teachers move in groups of 7 or 8 through the workshops, try to move them independently: I know this would be more difficult logistically, but it would accomplish several important things. It would

2

prohibit small groups from 'over-telling' to such an extent that they are hard to melt in with another group. Also a group of 7 with shared experiences is much harder to interest than a group of 15 coming together for the first time.

2) At least for the Games workshop, I would recommend no use of consultants. If they are used they would have to be very carefully made an integral part of the day's activities.

3) Many of the teachers regretted that they were unable to watch kids play any of the games. I do not feel that it was a serious lack but if it could ever be arranged so that it is natural and convenient it would add to the workshop.

4) I would also recommend that the simulations workshop leader have an assistant. Much of what is used in the workshop has to be prepared during the week. Also many activities in the workshop could run more efficiently if there were someone else there to help. I do not recommend co-leaders - someone should be definitely in charge. Someone else there, though, could be available to offer alternative insights into the group's progress and could act as a consultant for the leader.

Overall, I think this was a great summer. If possible, it should be duplicated. It depended on hard work, innocence and a willingness to learn. Those three attributes are hard to duplicate, but I hope we can.

Dale Farran

Typical Schedule for 1-week Workshop on Simulations at PAS

MONDAY

9:00-9:30	Have the group sit alternately by small groups. One by one - introduce themselves and give something of their background. Leader should be last. Leader begins explanation of workshop.
9:30-9:45	Explain difference between a game and simulation. Brief background (informal) on NCAS game involvement and Johns Hopkins' relationship to us.
9:45-11:30	Introduce and play Crisis game.
11:30-11:45	Discuss scoring and workshopees reactions to game.
11:45-12:30	Explain and show games film. Discuss film.
1:30-2:00	Distribute book on simulations. Read the introduction in groups of 3. Discuss after reading and think of 3 questions to ask either from reading or morning's activities.
2:00-3:00	Discussion with Audrey Suhr from Johns Hopkins of questions and Coleman's theory of simulations.

TUESDAY

9:00-9:30	Brainstorm (round-robin) all the things you would like an ideal simulation to do for your classroom. Leader record on board.
9:30-11:15	Play Consumer game.
11:15-11:30	Give workshopees Consumer work sheets. Leader totals scores.
11:30-12:00	Go over scores. Discuss Consumer. Brainstorm all the things Consumer did as a simulation. (Can be same things or different things from mentioned in the morning). Leader record on board.
12:00-12:30	Brief discussion of a helping relationship (remind workshopers of 2nd day exercise) Split into groups of 3 (assign if necessary to break

up small groups).

Discuss within the group giving each person a turn:

1) What are your expectations for this workshop? Take 1 minute each.

   (After five minutes, record on board the major expectations from each group.)

2a) What has been your level of involvement so far?

   Take 1 minute each and at this point give no feedback to each other.

b) Take 1 minute for feedback from group about observations about other members' involvement.

3) How are the other members of your group helping you reach your expectations or level of involvement? Be specific to members of your small group.

   (After 4 minutes, record on board major helps from each group).

4) Are the other members doing anything to hinder your involvement or your expectations? Be specific to each member of small group.

1:30-1:40 Take group through Napier brainstorming exercise.

Teach them how to brainstorm.

1:40-1:50 In small groups of 3 brainstorm for either Consumer or Crisis all the ways one or both could be used in classroom. Record your ideas on sheet of paper (NO discussion during exercise).

1:50-2:00 Choose one to plan a lesson unit around.

2:00-3:00 Hand out large sheets of paper and magic markers. Spend 1 hour with your group developing lesson unit from your idea.

Hand in before leaving.

(Leader - have these typed and run off for Wednesday.)

WEDNESDAY
9:00-11:00 Go over lesson units generated previous day.

Each plan is presented by the group which designed it.

Ask rest of group to give helpful criticism of plan. (Some time always emerges here to group process the type of discussion going on since the discussion is almost always negative).

The workshop leader should act as an observer not involved in content of discussion.

11:00-11:10 Break for coffee.

11:10-12:00 Hand out readings on game models, a description of Crisis and Consumer models.

Discuss what a model is and the differences between Crisis and Consumer. (Leader leads discussion here).

Leader opens discussion to group on which model it feels is more effective for what.

1:00-1:30 Explain Hopkins version of Life-Career. Hand out materials. Explain PAS criticisms and its revisions of Hopkins Live-Career game. Hand out materials.

1:30-2:30 Play PAS life-Career. Try to get each team through one round at least.

2:30-3:00 Discuss PAS version of Life-Career.

If time - brainstorm and record on board all the things a game should not do.

THURSDAY

9:00-9:45 (Only 1/2 day - afternoon spent in large meetings)

Round-Robin building of game.

Following steps outlined in paper on building a game, have each member of large group contribute in turn part of game. (Like building a story).

9:45-10:15 Break into groups of from 2 to 5 (free choice) and take 1/2 hour to choose topic to simulate.

10:15-12:00 Small group builds a game. Must have certain things identified before 12:00 -

(a) Players, (b) Players goals, (c) What simulating, (d) Steps of play.

FRIDAY

9:00-10:15 Put workshopees in groups composed of 2-3 game groups.

Game developer presents game to other group.

Other group reacts to game.

10:15-11:30 Groups present games to large group.

Reacting group presents other group's game to large group.

Game developer presents reactions to its game.

11:30-11:45 Small groups brainstorm all the ways you could use the method of simulations in your home school.

11:45-12:00 Record the suggestions and talk briefly about them and what the method of simulations is all about.

12:00-12:20 Fill out evaluation sheets.

12:20-12:30 Explain that 2 groups are not going to be together next week.

Assign two-man groups (made up of a member from each worshop group.)

Answer these questions:

1) Discuss something you've learned about group process (5 min.)

2) Tell the other person something helpful about the way you've seen him function in a group. (five min.)

HUMAN DEVELOPMENT LAB

SUMMER WORKSHOP

We had several purposes for the HD workshop, among them: (1) giving teachers some knowledge of the lab's content, (2) exposing teachers to alternative ways of organizing classes by using the lab concept, (3) gauging their reactions to the idea of improving teaching through observation and evaluation, and (4) providing time for the teachers to work on projects which they felt important for their teaching.

Briefly, we had to work with a difficult situation. There were twenty-five teachers for two days and then six who remained for three more days. Accordingly, we used the two days for most of our work, including -

1) Sample lessons from the Animal unit, Dick Gregory unit, and the films "Nothing But A Man" and "The Great Adventure."

2) Explanation of Simon's Value Theory and examples of his technique.

3) Discussion of the lab concept and trips to neighborhoods (led by boys) as an example of education-community lab.

4) Observation and evaluation of a class taught by Dan.

We then provided time for the participants to work on projects which they wanted to complete, either in the HD area or in another workshop area. Our final day was spent on force-field analysis of those factors which would help or hinder experimentation in their home schools.

Generally speaking, it was a great summer. I think the workshop participants were deeply affected by the whole experience. As far as the HD workshop is concerned, we had some very good monents and some very poor ones. Among the successful activities were:

1) Observation of a class, followed by evaluation with the teacher and a discussion of the process of evaluation as a helping relationship. This activity had a marvelous tone and generated some very good talk about the teachers' desire for helpful, supportive relationships with their colleagues.

2) "Nothing But A Man" and "The Great Adventure," both keyed to a series of Simon exercises designed to relate the material to each individual's own experience and values. Not only were the films unusual and good, but

the whole Simon approach (which had been carefully and clearly explained earlier) seemed to interest and involve them.

3) A very successful trip through several boys' neighborhoods, after some discussion of Oliver-Newmann-PAS ideas about education and community.

4) Force-field analysis of the pressures affecting how each person could improve his performance in the classroom. We got some strikingly honest self-analysis in this. So on the whole, I think we did raise many questions about teaching the social sciences, and gave some participants alternative materials, approaches, and ideas.

Among the problems we faced:

1) Trying to do too many things in too little time. We tried to give 22 people a sample of our wares in two days, and couldn't adequately treat much of what we did.

2) Some apathetic teachers, and a day which was impossible to begin before 9:30 or end after 2:45.

3) Giving them an accurate and detailed sense of what the whole program and materials were about. It took Rick and Len an evening to figure out why we had done Monday's activities; many others didn't really see the relationships between what happened at one point in the workshop and what happened later.

4) Their desire for independent project time generally meant time to copy materials, like the Xerox tapes.

Some thoughts from when we all join hands and happily struggle through another successful workshop summer:

1) Have at least two people to staff each workshop. We got a lot of mileage out of the planning skills of Gary Richardson, Steve and Sue Preston and Gordy Donaldson (members of P.A.S. staff). It was a good group.

2) Have a workshop concerned with actually teaching kids, and with the observation and evaluation of that teaching. There was a desire on some people's part to improve their performance, and we have in ourselves many skills to help them. This might be tied in with an application, through teaching, of what they'd learned in other workshops.

3) Offer some out-of-school experiences with kids. We could repeat the HD neighborhood project, engage Andy Reynolds and Bob Owens (members of P.A.S. staff),

Novella Williams (President of Citizens for Progress), and even send them to LaAnna. Those who went out in our workshop were deeply moved - two even accused those who didn't go of being lazy and afraid.

4) A series of group dynamics exercises which have more continuity and identifiable learnings or outcomes. I suspect those which we did this summer helped change these participants more than anything else, but I'm not sure how much they retained about group process itself.

5) Have their principals here a great deal - all summer, if possible.

6) Follow-up. This worries me. Several people have asked for some follow-up, like Media workshops on Saturdays or help with an HD or PD unit. Maybe we can ask them to commit themselves at the end of the summer to trying one or more innovations and then design the needed follow-up. Now we're saying we'll go out to the schools, but which schools? To help whom? What kind of help? It would be good if these arrangements could be raised and/or settled before they return.

7) More experience with PAS summer school itself. The school turned them on, yet there is a lot they don't know about it.

8) Finally, I think their design of these last three day's program again makes the point that the greatest learning will come when they are workshop leaders themselves. It did for us and has for them. Could a few of them run workshops for their own schools, starting in the spring? Could those who do become skilled in some of these materials and techniques help us run a larger program next summer?

Dan Cheever

PERCEPTUAL DEVELOPMENT

SUMMER WORKSHOP

The emphasis of the Perceptual Development workshop was on exploring methods and techniques of developing curriculum and planning and directing classroom and laboratory activities in math and science. While we believe in the importance of the laboratory approach and its involvement of students in meaningful learning activities, we were not so much concerned with disseminating laboratories as we were with suggesting and discussing alternatives to present teaching styles and structures.

We planned activities which we hoped would stimulate and raise questions about structure and methods and would enable the teachers to become familiar with the materials we have been using and to discover how these materials are related to the regular curriculum. We wanted to observe and discuss the effect of the materials on students and to join together in generating new curriculum ideas and materials.

One of the highlights of the first day of the workshop (see enclosed Monday schedule) was the small group discussions to find out "where we were" as teachers. The planned 20 minutes stretched to an hour as the ten participants and two P.A.S. staff members shared their problems and hopes. We found much in common with each other and also discovered that our concerns were not limited to just teachers of math or science, but were appropriate to any group of people sincerely interested in urban education.

We tried to illustrate and discuss the goals of the PD department by engaging the teachers as students in activities with actual materials. The Soma Cube lesson (Monday) for example illustrates a class in which everyone is essentially doing the same thing, trying to put the cube together, but needs are met individually and several different levels are operating at once. At the end, we discovered that some people had simply solved the problem while others had gone on to design more complex situations and to share their solutions. We discussed the degree of satisfaction reached by the various participants and found that for the most part each was personally satisfied with his own achievements even if they were not as impressive as someone else's.

The implication of these conclusions for classes of thirty students was greatly varying needs, were the major focus for us for the remainder of the week.

Tuesday afternoon we all participated in a brainstorming activity designed to engage us in generating and developing curriculum ideas. We used fairly ambiguous raw materials - a large box of inch cubes, a box of assorted junk, two mice, and a box of modular geometric shapes. Then we asked - "without stopping to judge feasibility, list as many topics concepts or activities you could teach, illustrate or do using these materials."

Many new and exciting things occurred to us as we built on each other's ideas. From that point on the workshop became much more task oriented. The teachers, in the remaining time, wanted to produce and take away with them as many of the materials and ideas as they could accumulate. They felt they could refine the ideas later on their own.

We held formal meetings only once on each of the following days. These were held in order to discuss and share progress, see and react to the film "I Do and I Understand" of the Nuffield Mathematics Project, and to distribute reading and curriculum materials. The remainder of our discussions concerning methods, structure and styles took place while sawing, hammering and pasting.

I believe that at the end of the week most of the teachers left feeling that they had accomplished a great deal and were taking something valuable back with them to their classrooms. Many were very excited by the possibilities that using the new materials seem to promise - greater motivation by building on student interest, more individualized instruction, concrete learning experiences, and an approach which seemed to embody more of what math and science really are - a process of inquiry and exploration.

Despite all this, however, I don't believe that in the short space of one week we actually went very far in creating real alternatives for the participants. One week doesn't seem long enough to help teachers re-evaluate their own teaching styles. I expect many to use the new materials in fairly old ways.

The workshop, however, was still encouraging. We found the teacher open and willing to try something new and to share their ideas and problems with us. While they may not have been entirely adopted, many of the goals of the PD department were accepted enthusiastically. Continued work with public school personnel should help us sort out some of the difficulties they see with implementing these goals.

The next time we organize a workshop, I think I would ask the teachers to narrow their interests and choose one or possibly two areas which we would develop completely. Exploring geoboards or animals, for example, in depth would be more realistic in terms of being able to use them. Furthermore, the process we went through in this exploration could serve as a model for other areas they might become interested in later, on their own.

It was extremely valuable to have two people plan and direct the workshop. We were able to analyze each day more realistically and help re-plan effectively.

Joyce Coster and Shively Willingham

PD WORKSHOP SCHEDULE

MONDAY

9:00	Coffee
9:15	Introduction to PD department and goals: We are searching for new roles for teacher and students and alternative models for learning. Structure and activities are geared at meeting individual needs and differences. Helping to give kids more responsibility for what they learn and do. The laboratories try to do these things as well as focus around observation, recording, carrying out a task, organizing, critical thinking, group work, motivation and involvement.
9 25	Small Group Discussions: What are some problems in teaching math and science in public schools, what are the limitations, what do students seem to like and dislike, what are some different structures you use, what do you hope to accomplish in the workshop?
9:45	Soma Cube Lesson: Illustrate meeting individual needs and demonstrating the various different levels possible with one problem. Materials: soma cubes, raw cubes, magic markers, glue, pencil and paper, envelopes to put original ones in.
10:15	Laboratory: Join with students in the math laboratory. Take a teacher's view - observe adults and kids working, look for concepts involved, question the structure. Take a student's view - participate, ask questions, react. Take a critical view - what should be added, taken out. In general, look for correlation and integration with what you are already doing in your home school.
11:45	Summary and personal reactions.
12:00	Lunch
1:00	Math teachers meet together in room 305. Science teachers meet together in Animal Lab.
2:00	Join for final reactions Those interested meet to learn and talk about: Dr. Nim, 1-21 counting game, computers, match games.
2:45	Hand out materials.

TUESDAY

9:00 Coffee

9:15 Information Laboratory: Participate as students in some of the activities from the unit on functions and graphing, then extend into the laboratory. The goal here is to try and generalize the environment extend the style to fit other ideas in math and science, to look for other things from regular curriculum which would also fit.

10:45 Summary and reactions.

11:00 Choice: continue to work and plan in the information laboratory or observe classes.

12:00 LUNCH

1:00 Generating Curriculum Ideas: There will be 4 areas of activity set up in the room. On one table there will be cubes, glue, pencil, paper and paint. On the second table there will be assorted geometric shapes from the tangram puzzle. The third will contain two mice, and the last will be miscellaneous material like paper clips, rope, discs, tongue depressors, stryofoam balls, pipe cleaners, scissors, wood, hammer, nails, etc.

The activity is to list as many topics, concepts or activities you could teach, illustrate or do using these materials. Don't judge the ideas, just generate as many as you can. Once you have visited each area then choose one that interests you and refine your ideas, plan further, start making some of them.

2:45 Hand out materials.

WEDNESDAY, THURSDAY and FRIDAY

Most of the time was spent in making and doing the ideas that had been suggested or they discovered themselves. We made color cubes, tangrams, geoboards, peg games, mazes, balance beams and other information lab experiments.

Materials: "Messing About in Science", David Hawkins
"Lab Styles of Learning", Michael Schiro
Leicestershire reports
Catalogue of Lab materials and suppliers
Tangram unit
Functions unit
Mouse unit

Strategy games: Bridg-it, hex.
Reprint from "Math Teaching" on attribute blocks

Films: "I do and I understand", Nuffield Mathematics Project issustrates 11 year olds working in problem solving in groups of two and three in a class of 35 - 40.

"Dance Squared", animated film using geometric shapes (both are available from the Mathematics Curriculum Office, 21st and the Parkway).

READING

SUMMER WORKSHOP

The Reading workshop was held for three days (see attached schedule) and attempted to show how reading, writing and speech were interconnected and able to be used together in working on a course.

I began the first day by giving two experiences in reading and had the workshop teachers playing games, reading and writing. We talked about the adaptability of these programs to their own classrooms. I found that actually getting the teachers to be students gives a real perception of what happens with certain activities. The teachers really got involved and it was easy to talk about students' response after they played the games and did the assignments.

The second day involved getting the teachers to talk about their students' reading needs and the ways they've tried to handle them. After that we brainstormed on the problem "What can you teach with the daily newspaper as your only resource". We got about 25 ideas in two minutes on series of lessons around it. I was struck by the fact that all the lessons were quite traditional and used the Socratic questioning approach with the newspaper as a text. Since the Advancement School and I personally feel physical involvement and kids teaching kids is important, I asked the teachers to add to their lessons either a game, a role playing situation or a debate. They did it quickly and came up with some great ideas. To conclude this part of the workshop I had the teachers work together as a team to create a lesson from the paper on Personnel Problems. They came up with a student-centered, teacher-removed approach that I think is very good. (Some teachers did not do the assignments-kids?)

The third day was set aside for browsing reading material and discussing how it could be used with kids. I also suggested ways of getting sample material free from publishers.

Personal Reactions:

I was upset and disappointed by a number of teachers who failed to show for parts of the workshop. I honestly felt that they were interested in what was going on but saw an opportunity to goof off and did so. I felt I had little or no control over this and feel we as a group must establish some ground rules in this area of attendance. I was happily impressed by the interest people showed when they were there and their willingness to try lots of new things. They did seem to like most what they felt they could most easily use in their classrooms in the fall but they were willing to look at new ideas.

For those present, Reading workshop made great sense for many different areas and it was suggested that Reading could be combined with Communications as a summer-long workshop.

Murph Shapiro

Reading Workshop Schedule

WEDNESDAY - 7/31/68

9:15-10:00	Introduction - Reading: One phase of language.
10:00-12:00	The Ad Games - A physically involving and fun way to approach language.
12:00-1:00	LUNCH
1:00-1:30	Introduction Part II - Providing a Framework on which to hang experiences.
1:30-2:15	Boxing. An attempt at framework
2:15-3:00	Discussion of why two programs (Ad game & Boxing) do not fit teachers' needs.

THURSDAY - 8/1/68

9:15-10:00	Discussion - The Needs of the Junior High School Reader.
10:00-12:00	Development of an innovative program to meet those needs and the interests of the students.
12:00-1:00	LUNCH
1:00-2:00	Complete projects and review of all programs in the group.
2:00-3:00	Individualized Reading - Why and How
	Home lesson - Read Hentoff's Jazz Country

FRIDAY - 8/2/68

9:15-10:30	Browsing through materials - Aids to individualize.
10:30-12:00	Sharing of ideas on reading. What can be done.

June 5, 1968

MEMORANDUM

TO: Dale, Alice, John K., John L., George, Joyce, Shively, Dan C., Murph, Mort, Spence, Phin
FROM: Joe

Thank you for being so patient, cooperative and helpful during a very late meeting. I think we are on the way, and I'm excited about the possibilities of the summer.

This is the schedule we agreed upon except for one change. There will be a Communications workshop the first week.

June 27 - August 7

June 27-28	July 1	July 8	July 15	July 22	July 29	Aug. 5,6,7
Group Process	Games	Motivation	Comm	Media	P D	Group Process
	Comm	Games	Media	Motivation	H D	
	Motivation	Media	Games	Comm	Reading Writing	

This is based on three groups of fifteen each. Wanda has suggested the following rooms for the workshops.

Games - 308

Motivation - Current Team II family area - adjacent to the library.

Media - Media classroom.

Communication - Sayre Jr. High - If this does not happen - the large room in the team area.

HD - PD - Reading - Writing - Open at this time. The other workshops will be finished so there won't be any difficulty.

There are other possibilities if these are not satisfactory.

PENNSYLVANIA ADVANCEMENT SCHOOL

SUMMER WORKSHOP

Schedule for Thursday, 27 June 1968:

9:00 Third Floor Lounge

Registration, Coffee, Meet the Staff, Tour the school, Apologies about the air-conditioning

10:00 A word of welcome from Peter Buttenwieser

Mini-conversations

12:00 Lunch and conversation in parts of the building you find comfortable

1:00 Fractured Squares

Room 407 - Townend, Krupnick, Norris, Rubino, Domal, Margulies, Hogan, Felzer, Raubertas, Myles, Behner, Faggert, Rauscher, Farran, Miamon, Emery, Goldman.

Room 415 - Lee, Cheever, Prusan, Piano, Tisdale, James, Waldman, Head, Schaeffer, Saffren, C. Johnson, Chalmers, Pounds, Seals, Holm, Weber.

Room 410 - Coster, Willingham, Kapner, Gross, Lingham, Dando, Tobin, Glickstein, Merlino, Kornfeld, Calbazana, Kennedy, Christian, Greene, Tyler.

Room 411 - Swinton, Shapiro, Jordan, Correnty, Ruggeri, Joseph, Ruscoff, McLoughlin, Himes, Fisicaro, Lipkin, Gibbons, Zajac, DeAnthony, Emerick, Wells.

Room 412 - Easton, Nisenson, Kemp, Valentine, A.M. Johnson, Kenny, Demme, White, Walsh, Willis, Hoerauf, E. Tisdale, Henry, Rutberg, Pronesti, Lesko.

2:00 Valuing Exercise, Groups remain in above rooms

Leaders for exercise:
407 - Farran and Townend
410 - Coster
411 - Shapiro
412 - Kemp
415 - Cheever

PENNSYLVANIA ADVANCEMENT SCHOOL

SUMMER WORKSHOP GROUPS AND ASSIGNMENTS

Friday - 9:00 - 9:15 Coffee 28 June 1968

The following 6 groups will work together throughout the summer program.

9:15 - Group Exercises:

Room 408 - Group 1 - Krupnick, Piano, Correnty, Joseph, Kenny, Felzer, Saffren, Lipkin (Holm, Shapiro, Cheever)

" 410 " 2 - Kapner, James, Lingham, Hogan, DeAnthony, Rutberg, Behner (Emery, Lesko, Nisenson, Farran)

" 411 " 3 - Myles, Domal, Waldman, Dando, Glickstein, Head, Pounds, Christian (Tyler, Willingham, Coster)

" 412 " 4 - Norris, Tisdale, Gross, Tobin, Himes, Walsh, Seals, (Emerick, Wells, Mager, Lee)

" 415 " 5 - Ruggeri, Johnson, Rubino, Ruscoff, Demme, Margulies, Kornfeld (Pronesti, Greene, Kemp)

" 308 " 6 - Valentine, White,Merlino, Fisicaro, Willis, Raubertas, Johnson, (Goldman, Rauscher, Swinton, Maimon)

11:30 Workshop meetings (groups as above)

Room	Group
308	1 & 2
Library	3 & 4
415	5 & 6

Monday, July 1 begin regular schedule

Assignments so that each Subgroup has a workshop with 4 other Subgroups:

Groups	July 1	July 8	July 15	July 22	July 29
1	Games	Media	Comm.	Ach. M.	MISH
2	Games	Ach. M.	Media	Comm.	
3	Ach. M.	Media	Games	Comm.	
4	Ach. M.	Games	Comm.	Media	MASH
5	Comm.	Games	Media	Ach. M.	For PD, HD,
6	Comm.	Ach. M.	Games	Media	Reading & Writing

Rooms

Games - 308

Media - Lab

Comm. - Sayre

Ach. M.- Library

PENNSYLVANIA ADVANCEMENT SCHOOL

SUMMER WORKSHOP

Group Activity - Wednesday, July 10, 1968

1. Meet in Lounge 12:45 - A very brief introduction - Joe

2. Break into seven groups.

   Group 1 - Observer - Murph

   " 2 - Observers - Dale and Cynthia

   " 3 - Observer - Joyce

   " 4 - Observers - John Lee and Bob Easton

   " 5 - Observer - George

   " 6 - Observer - Dan Cheever

   " 7 - Observers - Spence and Shively

   A. Give your group the questions and ask them to decide which one they wish to discuss. Give them a maximum of 15 minutes to decide. As the observer, you interrupt every 7 or 8 minutes and talk about how group is discussing. Who is and who is not listening. Is group discussing as group? Are there dominant people? Passive people?

   B. Tell the group they have an hour to discuss the question of their choice and to come to a resolution. Ask them to write the resolution.

   Your job is to interrupt as often as you think you should without disrupting the discussion. Your comments should be directed to the group process and not to the substance of the discussion. Our interest is in helping them to listen to each other and to work together.

3. At 2 p.m. stop the discussion and ask each group to make a mobile. Steve Preston and Dan Coyle will be on hand to act as consultants. Should observers help make the mobiles to allay any hard feelings? This should take a half hour or so and we'll dismiss early unless you want your workshop group for any reason.

4. We plan to hang the mobiles around the school.

Thanks,

Joe

The Questions:

1. Should teachers "teach" values?
2. Is the union doing a good job in Philadelphia?
3. Should teachers have final authority over which students should be in their classes?
4. Should local community groups control the schools in their communities? (Hire and fire teachers, develop curriculum, etc.)
5. Do schools need administrators?
6. Should there be a black curriculum for black students and a white curriculum for white kids?
7. Should teachers have the right to choose the schools in which they teach?

PENNSYLVANIA ADVANCEMENT SCHOOL

SUMMER WORKSHOP

Group Activity - Wednesday, July 17, 1968

TO: NASA staff

FROM: John Lee

RE: Today's Activities.

We still need one more person to explain the final scoring to one of the groups of teachers. John Kemp and Dan Cheever have kindly consented to observe the counseling group during the whole of the activity. (They don't know it yet).

The rest of you have specific duties. (I am assuming that you have consented as did John and Dan.) Cynthia, Bob, and Murph are responsible for passing out and collecting all materials: Cynthia, groups 1 and 2; Bob, groups 3 and 4; Murph, groups 5, 6 and 7. (Murph gets three groups because he is a fast runner.)

Joyce and Dale will train observers including John and Dan (who are slow learners).

Spence and Lee will score the mess. (They are crazy!)

The explanation of the final scoring will be done by Cynthia for group 1, Dale group 2, Bob group 3, John and Dan 4, Joyce group 5, Murph group 6, and our deus ex machina group 7 (Gordy).

The schedule of events is as follows:

12:30 - Supposed beginning of exercise.

12:45 - Actual beginning of exercise. Introduction by Lee. Observers to Joyce and Dale.

12:50 - Decision forms passed out to each group by Cynthia, Bob and Murph.

1:00 - Decision forms collected and kept separate by group. Individual Rankings sheets passed out - one per group,not to anyone in particular.

1:05 - Individual Rankings sheets collected. One copy of "Decision by Consensus" and one decision form is given to each group - again to no one in particular. Lee announces change from individual to group problem. Spence begins scoring. Observers seat themselves near their groups.

1:10 - Groups struggle for consensus. Spence and Lee score like crazy. Observers observe group members. Others observe observers observing.

2:00 - Group decision forms collected - again by Cynthia, Bob and Murph.
Reactions sheets are passed out - ditto
Spence and Lee score like crazy. Observers prepare observations.

2:10 - Reactions sheets are collected. Crazy Spence, like Lee, score. Observers discuss observations with groups. Others listen.

2:30 - Evaluation of groups explained by Lee to everyone. Spence mimeos group summary sheet and distributes them to staff for pass out.

2:45 - Individual group evaluation by staff members and group. Like, Spence and Lee try to answer any questions from staff - crazy!

3:00 - Distribute booklet describing NASA exercise.

PENNSYLVANIA ADVANCEMENT SCHOOL

SUMMER WORKSHOP

TO: Workshop participants July 17, 1968

FROM: Joe Prusan

RE: Fifth Week

The fifth and last workshop week of the summer program begins on July 29 and ends August 2nd. We want this week to be important for you and to meet the needs you have.

We are prepared to be as flexible as possible and, at this time, would like to have some idea of your wishes.

As mentioned previously, we plan ot offer the following workshops the fifth week:

1. Human Development Laboratory (HD) - This is one Social Studies-English approach. Dan Cheever, HD Project Director
2. Perception Development Laboratory (PD) - This is our Math-Science approach. Joyce Coster, Shively Willingham and staff
3. Reading - Murph Shapiro
4. Writing - Mort Maimon

We are beginning to develop ideas in all of these areas. We would like to have you examine them, help us analyze them and determine what you can use in your own classroom.

In addition, some of you might want to spend all or part of this week planning, or finishing projects you began in the first four workshops.

PENNSYLVANIA ADVANCEMENT SCHOOL

SUMMER WORKSHOP

July 22, 1968

Schedule for Fifth Week

Carol White	H D	Mon. & Tues.	Media	Wed., Thurs. & Fri.
Bob Fisicaro	H D	Mon & Tues.	Media	Wed., Thurs. & Fri.
Pete Merlino	H D	Mon. & Tues.	Media	Wed., Thurs. & Fri.
Cy Johnson	H D	Mon. & Tues.	Media	Wed., Thurs. & Fri.
Chris Raubertas	Media	Monday	Planning	Tues., Wed., Thurs. & Fri.
Charlie Willis	H D	Mon. & Tues.	Media	Wed., Thurs. & Fri.
Bob DeAnthony	Media	Mon. & Tues.	Reading	Wed., Thurs. & Fri.
Ed. Schaeffer	H. D	Mon., Tues., Wed.	Games	Thurs. & Fri.
Bob Correnty	Media	Mon., Tues., Wed.	Games	Thurs. & Fri.
Cliff Lipkin	Media	Mon., Tues., Wed.	Games	Thurs. & Fri.
Marilyn Pounds	H D	Mon. & Tues.	Media - Wed., Thurs. Planning - Friday	
Gerry Myles	P D	Mon & Tues.	Media - Wed., Thurs. Planning - Friday	
Sister Liz	H D	Mon. & Tues.	P D	Wed., Thurs. & Fri.
Sister Tobin	H D	Mon. & Tues.	P D	Wed., Thurs. & Fri.
Howe Dando	Media	5 days		
Vicki Glickstein	P D	5 days		
Jane Head	H D	5 days		
Al Piano	P D	Mon., Tues., Wed. and Thurs.	Media - Friday	
Marilyn Krupnick	P D	Mon., Tues., Wed. and Thurs.	Media - Friday	
Len Saffren	H D	5 days		
Richard Felzer	H D	Mon., Tues., Wed.	Media	Thurs. & Fri.
John Walsh	H D	5 days		

Frank Himes	H D	5 days
Bert Kornfeld	H D	- Mon. - P D - Tues. - Reading - Wed. - Media - Thurs. & Fri.
Walt Demme	Media	Mon & Tues. Reading - Wed., Thurs. & Fri.
Maxine Margulies	H D	Mon. & Tues. Reading - Wed., Thurs. & Fri.
Phyllis Ruscoff	H D	Mon. & Tues. Reading - Wed., Thurs. & Fri.
Ava Johnson	H D	- Mon. & Tues. - Reading - Wed. & Thurs. - Media - Fri.
Carole Rubino	H D	- Mon. & Tues. - Reading - Wed. & Thurs. - Media - Fri.
Vinnie Ruggeri	H D	- Mon. & Tues. - Reading - Wed. & Thurs. - Media - Fri.
Hank Tisdale	P D	5 days
Lois Norris	P D	Mon. & Tues - Reading - Wed., Thurs. & Fri.
L. Gross	P D	5 days
Ron James	H D	5 days
Paul Rutberg	Media	5 days
Marcella Lingham	Media	5 days
Al Behner	Media	5 days
Mike Hogan	Media	5 days
Jack Kapner	P D	5 days
Rick Joseph	H D	Mon. & Tues - Reading - Wed., Thurs. & Fri.
Joe Domal	H D	Mon. & Tues - Reading - Wed., Thurs. & Fri.
Bobby Waldman	H D	Mon. & Tues - Reading - Wed., Thurs. & Fri.
Barbara Christian	Media	Mon. & Tues - Reading - Wed., Thurs. & Fri.
Helen Seals	H D	5 days
I. Valentine	P D	Mon. & Tues - Games Wed., Thurs. & Fri.

PENNSYLVANIA ADVANCEMENT SCHOOL

SUMMER WORKSHOP

Group Activity - Wednesday, July 24, 1968

The purpose of today's meeting is to discuss with the workshop teachers why we have been interested in the group process. Several teachers have told me they have enjoyed the group activities but do not understand what we are attempting. With this in mind, we have designed the first two activities. The third, the mini-conversations, as Joyce says, are to close the parentheses, and also to ask the teachers to talk a little about their summer experiences.

A. First Activity - 1 p.m. - thirty to forty minutes - Meet in six workshop groups, plus the counselors as one group.

This is a discussion centering around the questions:

What have you learned from the group activities?
How do groups work well together?

Other questions leading to these might be:

What have we been attempting?
What is the value of what we have done?
What are the transfer possibilities to your home school?

We have had the following activities:

1st Thursday - Mini-conversations, Fractured square, Simon questions

1st Friday - Small group help giving, planning with observers.

Wed. July 10 - Choosing one question to discuss - then resolution of question - ending with mobile (there have been several questions about this activity)

Wed. July 17 - NASA

B. Second Activity - 1:40 - 40 minutes - Divide your group into two smaller groups and ask each group to generate a problem from their own experiences that a group would have to solve. Five minutes for this.

Bring full group together and have one group present its problem for the whole group, including the presenters, to solve. Fifteen to eighteen minutes for a group solution.

Your role is to help group discuss the problem. At the end ask someone to talk about how well the group did its job. This should cause discussion.

1) Did the group make good use of resources?
2) What was the relationship between knowledge of group process and resolution?
3) Did the group make use of knowledge of group process discussed in first activity?

Have second group present its problem and go through above process again.

C. Third Activity - Mini-conversations - 30 minutes (if we finish before 3:00 we'll dismiss early unless anyone has anything specific in mind).

One person will ask question - we'll make a change in groupings at the beginning and a change after second question.

Questions:

1) Describe a friend or contact you have made here.
2) In three or four sentences tell how you would explain the A.S. to someone who has never been here.
3) At this point, what have you gotten out of your experience at the A.S.?
4) What do you expect to get out of the full six week program?

PENNSYLVANIA ADVANCEMENT SCHOOL

SUMMER WORKSHOP

August 5, 1968

Schedule for Monday, Aug. 5

Today is a planning day, either for the experience you want your principals to have, or for planning the 2 p.m. to 3 p.m. conference with your principal.

Please meet with the workshop leaders at the following times today to plan the experience.

Media - 10 a.m. - Phil Williams, George Mager, Greg Teague - Media Area

1. Vaux
2. Penn Treaty
3. Wanamaker
4. Fels
5. Harding
6. Central

P.D. - 1 p.m. - Joyce and Shively - Room 305

7. FitzSimons
8. G. Washington
9. Sayre

H.D - 9:30 a.m. - Gordy and Gary

10. Lea
11. Stoddart-Fleisher

Games - 9:30 a.m. - Dale at her desk

12. Cooke
13. Masterman
14. Jones
15. Roosevelt
16. Boone

Reading - 1 p.m. - Murph - Room 415

17. Stella Maris
18. Gillespie

Please use the rest of the day to plan the 2 to 3 p.m. conference with principals.

PENNSYLVANIA ADVANCEMENT SCHOOL

SUMMER WORKSHOP

August 6, 1968

TO ALL WORKSHOPPERS - WEDNESDAY'S ACTIVITIES - THE DAY

This is our last day and we want to end on a satisfying as well as important note. We plan to finish no later than 1 p.m. and would like to begin promptly at 9 a.m. George is going to let his class out on time to help.

1. We'll begin at 9 a.m. in school groups or workshop groups, or whatever groups you wish. The purpose of this activity is to let us know what kinds of follow-up and support you wish from us. We do not know if we can provide all you feel you need but we would like a clear statement from you so we can plan a more specific program.

   It will help us if you answer, as fully as possible, three questions and base your answers on the discussions you have been engaged in all summer as well as the sessions with your principals on Tuesday.

   a) What are you going to attempt in your schools in September?
   b) What are the problems you will meet in this attempt?
   c) What help will you want from us?

   We value your thoughts and ideas and want to study them so we can plan specific activities and priorities. To help us, please appoint a recorder for each group who will give me the statements your group makes. We are providing you with carbon so you may keep a copy for the group.

   I would suggest each school group meet individually and those of you who are single representatives, please group the way you wish.

   We will have a space problem because the lounge is going to be used by the school for closing exercises at 10:15. I'll need to know what the groupings are so I can send you to rooms. When you come in on Wednesday, please come prepared to tell me in what groups you want to meet.

2. For those of you finished this activity by 10:15, we invite you to come to the lounge and participate in the closing exercises for the students. Some of you might want to observe and take part in this activity and this will give you another picture of the Advancement School.

3. Closing exercises will go until eleven. At this time, please come to room 308 (where the Games and H.D.Workshops were held). We have not talked with you about the Advancement School, what its aims and aspirations are, and how it fits with the larger Philadelphia school scene. Peter, Wanda Gray, our director of instruction, and I will spend about an hour or so with you to engender a discussion about many aspects of our school and its meaning for you and Philadelphia.

4. At 12:15 we will have the last activity of the day. It's a secret and Cynthia will be more explicit.

As you notice, its a full day, so I hope we can be here ready to begin at 9 a.m.

Thank you,

Joe

PENNSYLVANIA ADVANCEMENT SCHOOL

SUMMER WORKSHOP

August 6, 1968

TO: Workshop Leaders

At the risk of incurring righteous wrath I am going to alter Wednesday morning a little. I may be wrong but I have a strong feeling that many of the workshop people want an opportunity to talk about the Advancement School and, in addition, want to get a clear perspective on how all of the workshops relate to each other and to the school at large.

I'm going to ask all of them to move to Room 308 at 11:00 a.m. or immediately following the closing exercises. I'm also going to ask Peter and Wanda to talk briefly about two major areas.

1) Peter will discuss the Advancement School as an experimental school, what this means, how the workshop reflects this, and how the school might change as a result of the workshops.

   It also, might be interesting for him to talk briefly about the problem we have faced this summer and how we have used group process, as well as other things, to meet this problem. Few, if any, of the workshop people know about this.

2) Wanda will discuss our curriculum and what we are attempting.

   This will lead, I hope, to a discussion of some substance and can go in several discussions.

I know there is some feeling against this activity.

Joe

PENNSYLVANIA ADVANCEMENT SCHOOL

SUMMER WORKSHOP QUESTIONNAIRE

This tally is based on the answers of 47 participants.

1. Please rank order in terms of usefulness the following workshops:

	Communications	Games	Media	Motivation
1st	12	10	12	3
2nd	10	12	6	4
3rd	8	6	6	5
4th	6	5	2	15

2. Please rank order in terms of interest the following workshops:

	Communications	Games	Media	Motivation
1st	3	12	16	1
2nd	13	8	8	5
3rd	11	7	2	9
4th	8	2	3	14

3. Of all the workshops (including electives), which did you find most useful?

Communications	Games	Media	Motivation
7	10	10	2

Reading	P D	H D
7	5	3

4. The Advancement School Summer Workshop program was generally

(a) Very interesting 38 (b) Somewhat interesting 9

(c) Mildly interesting 0 (d) Not very interesting 0

(e) Very uninteresting 0

5. The Advancement School Summer Workshop program was generally

(a) Very applicable to my teaching situation 23

(b) Somewhat applicable to my teaching situation 20

(c) Mildly applicable to my teaching situation 4

(d) Not very applicable to my teaching situation 0

(e) Very inapplicable to my teaching situation 0

6. __________ of the techniques and programs in the Advancement School Summer Workshop program can be put into practice in my home school.

(a) Almost all 13

(b) Much 28

(c) Some 5

(d) Few 0

(e) Very few 1

7. The Advancement School Summer Workshop program was generally ________________ in comparison to other workshop programs.

(a) More interesting 32

(b) Somewhat more interesting 6

(c) About as interesting 2

(d) Not as interesting 1

(e) Much less interesting 0

10. Please check all the adjectives which you feel apply to the Advancement School in general on the basis of the staff you have met this summer and what you may have seen of the school.

36 interesting
7 irrelevant
8 strange
29 powerful
20 revolutionary
2 bad

2 boring
25 relevant
5 normal
3 weak
5 crazy
0 conservative

28 good
33 knowledgeable
4 experimental*
2 risk taking*
1 explosive*
3 creative*

11. What do you feel about the Advancement School's emphasis on group process this summer?

*The last four were added by a couple of participants.

Please check all the phrases which describe your feelings.

5 Too much emphasis on it.

15 The emphasis was just right.

7 Too little emphasis on it.

0 Interesting but not really relevant.

10 Very interesting and relevant.

0 Not very interesting or relevant.

1 Relevant but not really interesting.

10 An integral part of the summer program.

0 A superfluous part of the summer program.

12. Please check all the adjectives which fit the way you felt during the summer at the Advancement School.

15 meaningful

0 bored

12 useful

7 depressed

12 accepted

6 awkward

13 comfortable

11 excited

3 rejected

16 interested

3 superfluous

7 clear

4 meaningless

5 confused

WORKSHOP PARTICIPANTS

SUMMER - 1968

Albert Behner
Penn Treaty

Carole Calbazana
Olney Elementary

Donald Chalmers
Central High

Barbara Christian
Sayre Jr. High

Bob Correnty
Roosevelt Jr. High

Howard Dando
John Wanamaker Jr. High

Robert DeAnthony
Harding Jr. High

Walter Demme
Fels Jr. High

Joseph Domal
Wanamaker Jr. High

Ellen Faggert
Stoddart-Fleisher Jr. High

Richard Felzer
Cooke Jr. High

Robert S. Fisicaro
Vaux Jr. High

Vivian Gibbons
Roosevelt Jr. High

Vivian Glickstein
John Wanamaker Jr. High

Lawrence Gross
FitzSimons Jr. High

Jane Head
H.C. Lea Jr. High

James J. Henry
Vaux Jr. High

Francis W. Himes
Jones Jr. High

Kenneth Hoerauf
Simon Gratz Sr. High

Michael Hogan, Jr.
Penn Treaty Jr. High

Ronald James
Penn Treaty Jr. High

Cyril Johnson
Vaux Jr. High

Ave Marie Johnson
Stella Maris Parochial School

Eric Joseph
Gillespie Jr. High

Jack Kapner
Penn Treaty Jr. High

Judy Kennedy
Sayre Jr. High

Bertram Kornfeld
Fels Jr. High

Marilyn Krupnick
George Washington Jr.-Sr. High

Marcella Lingham
Penn Treaty Jr. High

Clifford Lipkin
Daniel Boone R D

Maxine Margulies
Fels Jr. High

Peter Merlino
Vaux Jr. High

Geraldine Myles
Sayre Jr. High

Sr. Frances McLoughlin
Harlem Prep, N. Y. City

Lois Norris
FitzSimons Jr. High

Albert Piano
George Washington Jr.-Sr. High

Marilyn Pounds
Sayre Jr. High

Christa Raubertas
Vaux Jr. High

Carole M. Rubino
Stella Maris Parochial School

Vincentina Ruggeri
Stella Maris Parochial School

Phyllis Ruscoff
Fels Jr. High

Paul Rutberg
Penn Treaty Jr. High

Leonard Saffren
Cooke Jr. High

Edward J. Schaeffer
Mastermen Lab. & Demonstration
School

Helen Seals
Stoddart-Fleisher Jr. High

Elese Tisdale
George Washington Jr.-Sr. High

Henry Tisdale
FitzSimons Jr. High

Sr. Frances Tobin
Academy of the Sacred Heart
Albany, N. Y.

Irad Valentine, Jr.
Strawberry Mansion (currently PAS)

Roberta Waldman
John Wanamaker Jr. High

John G. Walsh
Jones Jr. High

Carole White
Vaux Jr. High

Charles Willis
Vaux Jr. High

Aaron T. Zajac
Stoddart-Fleisher Jr. High

Leonard Belasco
Shaw Jr. High (currently PAS)

PENNSYLVANIA ADVANCEMENT SCHOOL

STAFF WORKSHOP LEADERS

Joseph L. Prusan	Coordinator
Daniel Cheever	Human Development
Joyce Coster	Perceptual Development
Robert Easton	Psychological Counseling
Dale Farran	Simulations
John Kemp	Communications
John Lee	Achievement Motivation
George Mager	Improvisational Drama
Alice Nisenson	Communications
Marvin Shapiro	Reading
Greg Teague	Media
Cynthia Townend	Psychological Counseling
Philip Williams	Media
Shively Willingham	Perceptual Development